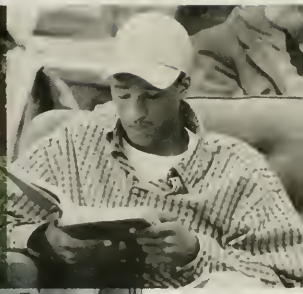
Louisburg College 2000-2002 Catalog



Contacting Louisburg College

Business Hours

Regular business hours are 8:30 a.m. until 5:00 p.m., Monday - Friday. During the academic year, the Admissions Office is also open by appointment on most Saturdays from 10:00 a.m. until 1:00 p.m. During the summer, a modified office schedule is followed: 8:00 a.m. until 5:00 p.m., Monday - Thursday; and 8:00 a.m. until 1:00 p.m. on Friday.

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Your mail will be handled more efficiently if you address it to the attention of the appropriate College official, as shown below:

If your inquiry relates to:	Address your correspondence to:
Academic Affairs	Academic Dean
Administrative Affairs and General Information	President
Admissions Information or College Catalog	Dean of Enrollment
Adult Education	Weekend College Coordinator
Alumni Activities	Director of Alumni Relations
Athletics	Athletics Director
Fiscal or Business Matters	Vice President of Finance
Financial Aid	Director of Financial Aid
Development, Gifts, Bequests and Endowments	President, or Institutional Advancement Office
Publicity and Public Relations	Director of Public Relations
Student Development	Vice President for Student Development and Services
Transcripts, Grades	Registrar

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LOUISBURG COLLEGE
1787

Louisburg College is an accredited, coeducational, two-year college affiliated with the North Carolina Conference of the United Methodist Church.

RESERVE

2000-2002 CATALOG

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The provisions of this catalog are not to be regarded as an irrevocable contract between Louisburg College and the student. The College reserves the right to change any provision or requirement listed in the catalog at any time.

An Introduction to Louisburg College

Louisburg College is the coeducational, two-year college related by faith to the North Carolina Conference of the United Methodist Church. For more than 200 years the college mission has been to prepare students for success. Louisburg provides a bridge.We help students make the transition between high school and the senior institution of their choice. Virtually any major can be started at Louisburg; we have developed comprehensive transfer agreements with many public and private colleges and universities, including the 16 universities in the University of North Carolina system. As a traditional, two-year, liberal arts college, we offer students the opportunity to attend college with their peers while enjoying the benefits of residential college life. We also field varsity teams in baseball, softball, basketball, and soccer.

Location

Louisburg College is located in Louisburg, the county seat of Franklin County, in the north central part of North Carolina. With a population of about 3,500, Louisburg combines the benefits of a small town with the advantages of a nearby metropolitan area. The town is approximately 30 miles northeast of Raleigh, the state capital, forty miles east of Durham, and about a hundred and fifty miles from the North Carolina coast. The Raleigh-Durham International Airport is only about 45 minutes from Louisburg. Located between Interstate 95 to the east and Interstate 85 to the west, the College is easily accessible to all major cities on the East Coast.

Accreditation

Louisburg College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, Telephone Number 404-679-4501) to award Associate degrees. The College is also accredited by the University Senate of the United Methodist Church and the North Carolina Board of Education. In addition, it is a member of the National Council of Independent Junior Colleges, the North Carolina Association of Colleges and Universities, the National Association of Independent Colleges and Universities, and the National Junior College Athletic Association. Accreditation documents can be reviewed by arrangement with the Office of the President.

Academic Sessions

Early Semester System. The College operates under the early semester system, which allows students to complete their final exams for fall semester before Christmas and complete exams for the spring semester on or before May 15. All classes during the regular semester are scheduled Monday through Friday, with no Saturday classes.

Summer School. The College offers summer sessions in which students may take one or two academic courses, plus physical education, if desired. Students in the summer session have the opportunity to accelerate their college program or to strengthen particular academic areas in preparation for the regular session.

Weekend/Evening College. This program offers fall, spring, and summer sessions, with meeting dates on alternate Saturdays and evenings. This program is designed to meet the needs of working adults who wish to take classes or earn a degree on a convenient part-time basis.

Louisburg College Statement of Purpose

Louisburg College is a two-year, residential, co-educational institution of higher learning related by faith to the North Carolina Annual Conference of the United Methodist Church. The College provides associate degree, university-parallel liberal arts programs designed for students planning to complete baccalaureate degrees at senior institutions. The College also provides associate degree programs to prepare students for career opportunities upon graduation from Louisburg College.

Louisburg College is an intellectual, cultural and spiritual center for the surrounding community. The College provides a nurturing environment for students to prepare for further study, to learn to meet the challenges of living and working in a modern society, and to develop spiritually by serving God and humanity.

Educational Goals

1. To prepare students academically for transfer to senior institutions.
2. To prepare academically students in non-transfer career programs for immediate employment.
3. To provide adequate opportunities for all students to grow intellectually, socially, culturally, and spiritually.

Heritage of Louisburg College

Louisburg College had its beginning in the period that witnessed the emergence of America as an independent nation, the birth of the Methodist Church in America, and the establishment of Franklin County and the town of Louisburg. Having evolved from three earlier institutions, Franklin Male Academy, Louisburg Female Academy, and Louisburg Female College, Louisburg College is the oldest chartered two-year, church-related, co-educational college in the nation.

Franklin Male Academy

The roots of Louisburg College trace back to the early years of the town of Louisburg, the county seat of Franklin County. Founded in 1779, during the American Revolution, the county was named in honor of Benjamin Franklin and the town in honor of King Louis XVI of France. When Louisburg was surveyed, a public commons was set aside on the highest point of ground. This town commons, which became famous for its oak grove, is today the campus of Louisburg College.

The first educational institution to appear on the east side of the commons was Franklin Academy. On December 4, 1786, Senator Henry Hill of Franklin County introduced "An Act to Erect and Establish an Academy in the County of Franklin." The bill was enacted into law on January 6, 1787, thereby providing Franklin Academy with its first charter.

Among the academy trustees named by the charter were some of the county's most prominent civic leaders and planters; one trustee, The Reverend John King, had been a participant in the first Annual Conference of the Methodist Church held at Louisburg in 1785. No records have been located regarding the first academy project; in 1802, a second charter was issued for Franklin Academy.

Franklin Male Academy opened on January 1, 1805, under the able direction of Yale graduate Matthew Dickinson, who was qualified to teach more than twenty subjects, including five languages. The varied curriculum available to students included such subjects as English grammar, geography, Latin, Greek, algebra, surveying, and astronomy. The first examinations were held on July 2, 1805, when students were examined before a large audience of trustees and parents.

Franklin Male Academy prospered in its early years and soon had an enrollment of ninety students, including some twenty young men who were dissatisfied with the policies of the University of North Carolina. Among the academy's more notable principals were John B. Bobbitt (1816-1820, 1832-1844), Charles Applewhite Hill (1828), and Matthew S. Davis (1856-1880). In 1905 the male academy property was conveyed to the trustees of the Louisburg public schools. The two-story frame academy building still stands and serves as a reminder of the beginning of educational opportunities in the town of Louisburg.

Louisburg Female Academy

The second stage in the evolution of Louisburg College began on December 27, 1814, when the state legislature ratified an act chartering the Louisburg Female Academy. The charter named twelve trustees, some of whom already served on the board of trustees for Franklin Male Academy.

By August 1815, Louisburg Female Academy was operating under the guidance of Harriet Partridge, "a lady from Massachusetts, eminently qualified." Subjects taught at the new female academy included reading, writing, English grammar, arithmetic, geography, painting, drawing, embroidery, piano, and dancing. Harriet Partridge, who became Mrs. John Bobbitt, served as principal from 1815-1820 and 1832-1842.

From 1843-1856, Asher H. Ray and his wife Jane Curtis Ray were highly successful as principals of the female academy, which in the 1850s was called Louisburg Female Seminary. Among the courses offered by the seminary were history, botany, algebra, rhetoric, chemistry, geology, logic, French, Latin, Greek, guitar, and calisthenics. The respected reputation of the seminary contributed to a movement to establish a female college.

Louisburg Female College

The third stage of the evolution of Louisburg College began in January 1855, when the state legislature authorized the transfer of property by the trustees of Louisburg Female Academy to the directors of Louisburg Female College Company. The female academy building was moved south of its original location and utilized as a college annex until destroyed by fire in 1927. A four-story, fifty-room brick Greek Revival building for the female college was constructed in 1857 on west campus

where the female academy building had formerly stood. Old Main is still in use today as the administrative building of Louisburg College.

In August 1857, Louisburg College opened under the management of Professor James P. Nelson. There was a primary department, as well as a college department. Some course offerings were French, Spanish, Italian, piano, guitar, drawing, painting, and needlework. The female college continued to operate during the Civil War under presidents C.C. Andrews (1860-1861) and James Southgate, Jr. (1862-1865). After the war, about 500 Union soldiers camped in the college and male academy groves during May and June of 1865.

During the administration of Dr. Turner Myrick Jones (1866-1868), former president of Greensboro Female College, enrollment grew to 133 students. The regular college course in 1867 included such courses as English grammar, mythology, geography, botany, physiology, trigonometry, Latin, French, and "Evidence of Christianity."

After the College opened and closed several times during the 1870s and 1880s, S.D. Bagley became president in 1889. Matthew S. Davis, who had previously served twenty-five years as principal of the male academy, became president of the female college in 1896 and held the office until his death in 1906. He was succeeded by his daughter, Mary Davis Allen (Mrs. Ivey Allen), who was president until 1917.

Louisburg College

At the beginning of the twentieth century, a number of significant changes took place. The institution became known as Louisburg College, and the college became officially linked to the Methodist Church. Washington Duke, Durham philanthropist, had acquired ownership of the college property in the 1890s; after his death, his son Benjamin N. Duke presented the property (1907-1909) to the North Carolina Conference of the Methodist Church.

Other changes in the early twentieth century included the erection of the three-story Davis Building, named in memory of Matthew S. Davis, and the reorganization of the college into an institution with junior college rating (1914-1915). The Sea Gift and Neithean Literary Societies were very active during this time - contributing books to the college library, sponsoring special lectures, and publishing the college paper.

During the presidency of Arthur D. Mohn in the 1920s, Louisburg College experienced a period of building expansion. The West Wing of Main Building, the Pattie Julia Wright Dormitory, and the Franklin County Building were constructed. Unfortunately, a disastrous fire gutted Main Building and the new West Wing in 1928. Closely following the fire came the Great Depression, and the college was burdened with debt and a shrinking enrollment.

The Reverend Armour David Wilcox, former minister of the Louisburg Methodist Church, served as president of the college from 1931 to 1937. Louisburg College became co-educational in 1931 and student enrollment immediately increased. By the end of World War II, institutional debts had been paid. Walter Patten served as president from 1939-1947 and Samuel M. Holton from 1947-1955. In 1952,

Louisburg College was accredited by the Southern Association of Colleges and Secondary Schools.

In 1956, a planning committee of the North Carolina Conference of the Methodist Church recommended the establishment of two co-educational senior colleges and the merger of Louisburg College into one of the institutions. The college alumni and the citizens of Franklin County joined to oppose the merger. A "Keep Louisburg at Home" campaign emphasized the depth of local support for the junior college. The Conference decided, in response to this endeavor, to retain Louisburg College as an accredited junior college.

A period of revitalization and growth occurred during the administration of President Cecil W. Robbins (1955-1974). Student enrollment, faculty size, budget, and physical plant were significantly increased and improved. In 1961, the college purchased the Mills High School property on the east side of Main Street (formerly the Franklin Male Academy property); the Mills Building was remodeled to serve as the college auditorium-classroom building. During the Robbins administration, four dormitories, a library, a cafeteria and a student center were constructed.

From 1975 to 1992, Dr. J. Allen Norris, Jr. served as college president. The Board of Trustees initiated the Third Century Campaign in 1980. The $4.2 million goal of the first phase of the campaign was surpassed, resulting in the construction of the E. Hoover Taft, Jr. Classroom Building. Through the generosity of the United Methodist Men of the Raleigh District, the Clifton L. Benson Chapel and Religious Life Center was opened in 1986. A new auditorium and theater complex was also constructed.

During the school year 1986-87, Louisburg College held a Bicentennial Celebration in recognition of its unique two-hundred-year heritage. The first college flag was designed and displayed during the celebration and the first published history of the college, *Louisburg College Echoes,* was issued in 1988.

Dr. C. Edward Brown, Jr. served as interim president in 1992, and Dr. Ronald L. May was president of Louisburg College from January 1993 through May 1998. Dr. Brown again assumed the interim presidency in June 1998.

Dr. Rosemary Gillett-Karam became the twenty-fourth president of Louisburg College in December of 1998.

Campus And Buildings

The campus of Louisburg College covers an area of about 75 acres. It contains an oak grove, lawns, college buildings, parking lots, tennis courts, varsity athletics field, intramural field, and a park for biological and ecological interest.

Franklin Male Academy Building was constructed in 1804, and opened for classes, January 1, 1805. The oldest surviving building on the campus, it was moved from its central location on east campus to its present site in 1905. It was restored in 1989 and is used for meetings and conferences.

Administrative Building (Old Main), a four-story brick building, was opened in 1857. In it are located various administrative offices and some academic offices. Main, with its Greek Revival facade, has symbolized the historic Louisburg College to generations of alumni. The West Wing of the Administration Building was

erected in 1924 and contains a Trustee conference room, and several administrative offices.

Davis Memorial Building was erected in 1913 as a memorial to Matthew S. Davis, president of the College from 1896 to 1906. Davis Building contains administrative offices, with dormitory rooms on the third floor.

Pattie Julia Wright Memorial Dormitory was the gift of Richard H. Wright of Durham, North Carolina, in memory of his sister, Pattie Julia Wright, who was a member of the class of 1868. This dormitory, constructed in 1926, accommodates 106 students.

Franklin County Building was constructed in 1927 with funds donated by the people of Franklin County in appreciation of the more than 100 years of College service rendered to the community. It contains science facilities, faculty offices, and 44 dormitory rooms on the upper floors.

Holton Gymnasium, opened in 1951, contains a basketball court, classrooms, a recreation area and other physical education facilities. It is named for Samuel M. Holton, president of Louisburg College from 1947-1955.

Benjamin N. Duke College Union Building is a memorial to Benjamin N. Duke, who gave the Louisburg College properties to the North Carolina Conference in 1907. Erected in 1958, the building houses all the dining facilities. It joins the B. Everett Jordan Student Center.

Patten Hall is a 96-bed men's dormitory, modern in style and furnishings. It was first occupied by students in the fall of 1962 and later named for Dr. Walter Patten, president of the College from 1939 to 1947.

Merritt Hall, air-conditioned and modern in furnishings and design, was opened in 1963 and houses 104 women. It is named for the late Ruth W. Merritt, former Professor of English. Miss Merritt was a valuable member of the teaching faculty from 1941 to 1971.

Fine Arts Center, first used during the 1963-1964 session, houses the Art Department and the Music Department. An additional wing to the Fine Arts Building opened in 1974. This addition, the Cockrell Music Wing, houses four practice rooms, a studio and office, and a small auditorium for student recitals.

Cecil W. Robbins Library, combining traditional and contemporary architecture, was formally opened in 1965. In 1967 the library was named in honor of Dr. Cecil W. Robbins, president of Louisburg College from 1955 to 1974.

Sarah Graham Kenan Hall, a dormitory housing 104 students and containing the ten-bed Genevieve Peltz Perry Infirmary, was opened in 1968. It is named in memory of Sarah Graham Kenan, whose foundation contributed generously to the College toward faculty salaries, scholarships, library resources, and the infirmary.

Person Place property was acquired by the college in 1970. It was the home of the Male and Female Academy principals Mr. and Mrs. Asher Ray, and probably the home of the first Male Academy principal, Matthew Dickinson.

James Elgan Hillman Hall, completed in the fall of 1971, houses 116 men. This air-conditioned facility is named for Dr. Hillman, former chairman of the Board of Trustees.

President's Home is a center of College hospitality. The graceful Victorian

house, purchased by the College in 1973, was the former home of North Carolina Governor Thomas W. Bickett.

B. Everett Jordan Student Center, completed in 1974, contains a multipurpose room, the College Bookstore, the Hurricane Lounge and Grill, the student post office, and offices for the Student Government Association. Named for the late U.S. Senator B. Everett Jordan, this structure adjoins the Benjamin N. Duke College Union and is the gathering place for hundreds of students daily.

E. Hoover Taft, Jr. Classroom Building opened in 1983. This three-story structure contains 25 classrooms, two seminar rooms, a microcomputer laboratory, two conference rooms, and 32 faculty offices. It is named for longtime chairman of the Board of Trustees, E. Hoover Taft, Jr.

Clifton L. Benson Chapel and Religious Life Center, completed in 1986, serves as a center for religious life. It is named for Board of Trustees Emeriti Clifton L. Benson.

Auditorium/Norris Theatre Complex opened in 1989 and contains an auditorium seating 1,200, a theatre seating 175, and art exhibition galleries. This magnificent complex provides a showcase for performing and visual arts, for both the college community and the surrounding region. In 1992, the theatre was named in honor of Dr. J. Allen Norris, Jr., president of Louisburg College from 1975 to 1992 and for his wife, Beth Norris.

Facilities And Special Support Services

Cecil W. Robbins Library. The Cecil W. Robbins Library is named in honor of the College's twenty-first president who served from 1955-1975. The library's primary purpose is to support the College's academic programs for students and faculty by providing print, non-print, and electronic media from both the library collection and other locations. There is open-stack access to the library's collection of approximately 50,000 volumes, and there are special collections of Methodist and North Carolina holdings. The library has approximately 5,000 microforms and non-print items, 167 periodical subscriptions, and access to approximately 2,600 on-line full-text periodicals.

An automated library system provides access to the library's collections. Orientation and bibliographic instruction are provided by professional librarians, and a library handbook that informs students of library resources and services is given to all freshmen. Services include individual and class instruction in use of the library's resources and online searching of remote databases, access to the Internet, interlibrary loan for students and faculty, audio-tape duplication, and copying facilities for reproducing print and microform material from the collection.

The Cecil W. Robbins library will seat 250; reference, Internet, periodical, microform, and reserve areas are located on the ground level. The mezzanine provides additional reading and study areas and a small conference room. The Audiovisual Department and 100-seat multipurpose auditorium are located in the basement. The library's non-print collection, which provides media support for all areas of the College, is housed in the Audiovisual Department.

Science Facilities. Physical facilities for the sciences are located in the basement and first floor of Franklin Building. The first floor houses laboratories for both chemistry and physics, two large lecture rooms, and a science learning center. Also located on the first floor are faculty offices, a chemical stockroom, an instrument room, and a storage area.

Franklin basement contains a laboratory for general biology, and two laboratories for advanced biology classes. The basement also houses a large lecture room and three storage rooms.

Tutoring Services. A Math Lab, located in Taft Building, is open weekday afternoons to provide students with an opportunity to receive extra instruction in all types of mathematics. The lab is staffed by faculty members from the Mathematics Department.

The Department of Modern Language provides a Writing Center with the services of a tutor throughout the academic year. The tutor is readily available to students during scheduled sessions for help with writing for English and all other courses.

A Science Learning Center, located in Franklin Building, is open throughout the semester to provide students with extra assistance in the sciences. It contains micro-computers for individualized computer-assisted instruction and is staffed by the science faculty for tutoring.

Health Care Facilities. The College maintains an efficient 10-bed infirmary staffed by a registered nurse and nurse's aide. Students who contract minor illnesses are promptly transferred to the infirmary to receive proper care and to insure the health of the College community. In cases of serious illness, parents or guardians are notified at once, but if parents cannot be reached immediately in an emergency, the infirmary staff will make whatever provision is deemed appropriate. Adequate medical care is available at Franklin Regional Medical Center, the Franklin County Health Department, and private physicians' offices located near campus.

The Louisburg College Legacy

Louisburg College is blessed with a rich educational history of over 200 years. The College has survived and thrived because of the many generations of students who have attended and the countless friends and alumni who have generously given "gifts from the heart" to ensure that the legacy of Louisburg College continues for future generations of students.

These gifts from the heart are often unrestricted support for the College's Annual Fund that provides for the operation of the College and general scholarship and financial aid for students. Other contributions are designated to specific endeavors such as endowed scholarships, the capital campaign for our 1,200-seat auditorium, our dance program, books for the library, laboratory equipment for the science labs, computers for the learning labs or dorm renovations.

The heritage of Louisburg College has been enriched by the many caring people who have provided legacies - some portion of their estates - to sustain the College and its mission. Legacies represent the most loving and remarkable quality of the human spirit: the desire to make the world a better place for those who will follow. Whether through

a bequest or a charitable remainder trust, the College is honored by these wonderful "Legacies for Louisburg" that help to ensure the future of our students.

The Office of Institutional Advancement stands ready to assist friends and alumni in learning more about current opportunities and special projects available for support at the College. We will also be pleased to discuss estate planning options. Our goal is to assist others in providing that critical extra margin of support so needed by our students. All gifts from the heart are greatly appreciated and help ensure that future students will benefit from the unique legacy that is Louisburg College.

"We make a living by what we get, but we make a life by what we give."
Winston Churchill

Endowments

Benjamin N. Duke Endowment. Benjamin N. Duke, who donated Louisburg College to the North Carolina Conference of the United Methodist Church, gave a substantial gift, part of which has been used as endowment and part for permanent improvements.

James A. Gray Trust Fund. James A. Gray of Winston-Salem established a trust fund for several North Carolina institutions. Louisburg College was designated as a recipient of this fund, which has been added to the College endowment.

Bessie Arrington Gupton Distinguished Service Fund. This distinguished service fund was established in memory of Mrs. Bessie Arrington Gupton, Class of 1908, by her sons, Samuel Gupton and Willis Gupton, Class of 1942. The fund will provide a cash award to a member of Louisburg College's faculty, staff or student body who demonstrates outstanding and extraordinary service to the College.

Lumpkin Faculty Endowment. Edith C. Lumpkin established an endowment fund to support faculty salaries.

Willie Lee Lumpkin Endowment Fund. The Willie Lee Lumpkin Endowment Fund established in 1976 in memory of Mr. Lumpkin, a former Trustee of the College, by Mrs. Willie Lee Lumpkin, a Trustee of the College, and members of the Lumpkin Family. The fund supports the educational program.

Kathryn Melvin Sexton Endowment. The late Kathryn Melvin Sexton, 1923 alumna and member of the Board of Trustees, established an endowment for the instructional program in science. The College, in consultation with members of Mrs. Sexton's family, named the endowment in her honor.

Bill and Hazel Mullen Memorial Scholarship Endowment Fund. This fund was established from the Estate of Willie B. Mullen in 1998. The income from the fund shall be used to award academic scholarships to needy and worthy students who maintain an appropriate scholastic average.

Naomi Dickens Shaw Endowment for Faculty Teaching Excellence. The Reverend and Mrs. Caswell Shaw established an endowment in memory of Mr. Shaw's mother, the late Naomi Dickens Shaw, Class of 1928. The fund provides an annual award to a member of the faculty who demonstrates teaching excellence.

William "Wimpy" F. Shelton Faculty Development Fund. This faculty professional development endowment fund was established in memory of William

"Wimpy" F. Shelton, a 1935 graduate of Louisburg College. The fund gives faculty members an opportunity to apply for special annual grants for additional study relating to their Louisburg College teaching responsibilities. Preference is given to faculty who teach business courses, given Shelton's identification with that academic program.

Daisy Brantley Starnes Endowment Fund for the Educational Program in Music. Because of his mother's interest in music, and as an expression of how much the Louisburg College music program meant to him as a student, S. Judge Starnes, Jr., established this endowment fund to honor the memory of his mother, Daisy Brantley Starnes. Proceeds from this endowment are used to support the music program.

Virginia Owens Mitchell Watkins Endowment. William L. Mitchell of Oxford established an endowment to strengthen the educational program at Louisburg College in memory of his mother, Virginia Owens Mitchell Watkins.

Admission to Louisburg College

Louisburg College welcomes students with the academic preparation and motivation to successfully complete a college degree program. Students who do not fully meet admissions requirements but show potential for success at the College may be offered conditional admission. Conditionally-admitted students may be required to carry a reduced academic load during their initial semester at Louisburg, register for specified courses, and/or successfully complete course work during the summer prior to their enrollment at the College. Both first year and transfer applicants will be required to take placement tests and may be placed in developmental courses according to test results.

Prospective students may contact the Office of Admissions by telephone at (800) 775-0208 or (919) 496-2521. The Admissions Office may also be reached by e-mail at *admissions@earthlink.net* or by fax at (919) 496-1788.

Requirements for Admission

First-Year Applicants

United Stares residents who have not previously attended college are required to submit a completed application for admission, an application fee, official transcripts from all high schools attended, and SAT or ACT scores. Generally, high school graduates are considered academically eligible for admission provided they have: a cumulative grade point average of 2.00 or higher on a 4.00 scale (C average or better), and a composite score of 800 or higher on the SAT examination (17 or higher on the ACT). Applicants who do not meet these requirements will be considered for admission on a conditional basis by the Admissions Committee. Conditionally-accepted students may be placed in developmental courses as indicated by test performance.

Although not required, we strongly recommend that students preparing for admission to Louisburg complete the following high school courses:

Course	Instructional Emphasis
English (4)	In **English**, four course units emphasizing grammar, composition, and literature;
Mathematics (3)	In **mathematics**, three course units including **Algebra I, Algebra II,** and **geometry**, or a higher level mathematics course for which Algebra II is a prerequisite;
Science (3)	In **science**, three course units including - at least one unit in a life or **biological science** (for example, biology) - at least one unit in a **physical science** (for example, physical science, chemistry, physics), and - at least one **laboratory course**;
Social Studies (3)	In **social studies**, two course units including one unit in **U.S. History**; and
Foreign Language (2)	In **foreign language**, two courses in one language.

Louisburg Learning Partners - Admission Requirements

1. Secure admittance to Louisburg College.
2. Submit current documentation with a learning disability diagnosis based upon at least an average intelligence quotient.
3. Submit three letters of recommendation from a counselor or teacher that addresses academic strengths and areas of concern as well as commitment to learning and intellectual curiosity.
4. Complete a personal statement of learning styles and strategies.
5. Participate in an on-campus family interview to discuss goals and expectations.

Weekend College Admissions

Application must be made through the Weekend College Coordinator. There is no application fee. A high school transcript showing date of graduation, GED transcript, or high school equivalency transcript is required. Transcripts from all other institutions of higher learning attended by the student are also required as part of the admission process. Transfer applicants into the Weekend College Program from other institutions must meet transfer requirements necessary for the traditional program.

Transfer Applicants

An applicant for transfer from another post-secondary institution must meet the College's general admissions requirements, provide official transcripts from each institution previously attended, and be eligible to return to the post-secondary institution from which transfer is sought.

Up to 32 semester hours of transfer or examination credit can be granted toward a Louisburg College degree. Credit will be accepted only from regionally accredited institutions and only for courses in which a grade of C or higher was earned. Transfer credit for CLEP, advanced placement, and/or DANTES will be evaluated according to the College's established policies if such credit appears on official transcripts as credit previously earned. The final decision on the acceptability of such credit is reserved by the College.

Transfer applicants shall be admitted in good standing provided all requirements have been met and they have attained a minimum Grade Point Average (GPA) required of Louisburg College students. Applicants with less than the minimum GPA will be considered for conditional admission.

For additional information concerning the transfer of academic credit, students may obtain a copy of **Standards and Procedures for Transfer of Academic Credit** from the Registrar's Office.

Re-admission of Former Students

Students who discontinued attendance at Louisburg College for one semester or more, not including the summer term, must apply for readmission. If they have attended another institution during the interim, they must have official transcripts mailed directly to the Admissions Office.

Former students in good academic and social standing may be admitted

upon submission of the appropriate forms and review by the Admissions Committee. Students not in good academic and/or social standing must petition the Admissions Committee for readmission. The petition must be sent to the Office of Admissions and must show good cause why such readmission should be permitted. Students suspended for academic reasons may petition for readmission after remaining out of school for at least one semester. The summer term does not count towards meeting this suspension requirement.

The record of students who have been readmitted after an absence of four or more consecutive semesters will be evaluated as follows: only grades of D or better earned in previous enrollments will be combined with all grades earned after readmission to compute graduation eligibility.

Post-Graduate Enrollment

Students desiring to continue enrollment after completion of graduation requirements must apply for readmission and be accepted by the Admissions Committee.

Special Admissions Programs

Louisburg College, in cooperation with local high schools, offers Joint Enrollment and Early Admission for students who have completed the junior year of high school. These programs are designed to encourage students who have demonstrated outstanding academic potential to enter the College and begin college-level work prior to completing requirements for high school graduation.

The College grants full credit for college level courses completed under these programs, but high school officials may or may not accept the credits to meet graduation requirements. Students should consult their principal and/or counselor to determine the courses which satisfy those requirements.

Students considering applying for either of these programs should take the SAT or ACT during their junior year in high school. Students planning to enroll during the summer term immediately following completion of the junior year should submit a transcript showing work completed through the first semester of the junior year. A supplementary transcript showing their balance of high school course work should be submitted at the end of the term.

Applications will be considered on an individual basis, and a personal interview may be required. Applicants may obtain application materials and additional information from their high school counselor or from the Office of Admissions. Specific requirements for admission follow.

Joint Enrollment

This program is designed for students who have completed their junior year of high school and who, in the opinion of their high school principal or counselor, have the aptitude and maturity to be concurrently enrolled in high school and college.

Applicants to this program must meet the following minimum requirements:

1. Follow the same procedures as freshman applicants. Joint Enroll-

ment should be written across the top of the application form.

2. Be recommended by their high school principal or counselor. The principal or counselor recommending the student should submit appropriate course recommendations to the Office of Admissions and a copy of the student's high school transcript.
3. Have a 3.00 average on academic work completed through the junior year, and achieve a combined verbal and quantitative score of 850 on the SAT or composite score of 18 on the ACT with a verbal score of not less than 400 and eligibility for college level mathematics courses.
4. Secure written parental/guardian consent to participate in the program.
5. Be on track to complete the college preparatory curriculum as outlined earlier in the admissions requirements.

Early Admissions

This program is designed for qualified students who, based upon the combined judgments of high school and Louisburg College officials, have demonstrated a level of academic maturity which would enable them to pursue a full-time course of study at Louisburg College following the completion of their junior year of high school.

Applicants to this program must meet the following minimum requirements:

1. Follow the same procedures as freshman applicants. Early Admission Program should be written across the top of the application form.
2. Be recommended by their high school principal or counselor. If the applicant's high school will allow credit earned in this program to be accepted toward fulfillment of graduation requirements, the student should consult with his/her principal and/or counselor to determine the courses in which he/she should enroll to satisfy those requirements. The principal or counselor recommending the student should submit a copy of the course recommendations and the student's high school transcript to the Office of Admissions.
3. Have a 3.00 average of academic course work completed through the junior year and a combined verbal and quantitative score of 850 on the SAT or a composite score of 18 on the ACT with a verbal score of not less than 400.
4. Secure written parental/guardian consent to participate in the program.
5. Be on track to complete the college preparatory curriculum as outlined earlier in the admissions requirements.

International Students

Louisburg College welcomes qualified students from throughout the world. International students may obtain and submit applications by postal mail or e-mail.

In addition to the completed application and the application fee, international students are required to provide official transcripts from all secondary schools, colleges, and universities attended. If transcripts are in a language other than English, *certified* English translations must be attached.

International students must also submit proof of English proficiency as demonstrated by a score of at least 500 on the Test of English as a Foreign Language (TOEFL), successful completion of an intensive English language program, or graduation from a secondary school in which English is the primary language of instruction.

The College normally sends letters of admission and I-20 forms by mail. International students who wish to have an admission letter and I-20 form sent by a commercial air delivery service such as UPS, Federal Express or DHL must submit an additional fee of $50.00 with their applications.

Special Notes

Applicants are encouraged to apply early. Applicants for fall semester should apply by August 1, applicants for spring semester should apply by December 1, and applicants for the summer term should apply by May 15.

An applicant's file is not complete until **all** documents have been submitted:

1. For first-year applicants, a final high school transcript showing graduation date.
2. For transfer applicants, official transcripts from high school and each post-secondary institution attended.
3. For readmission candidates, official transcripts from all post-secondary institutions attended since leaving Louisburg.
4. For GED applicants, official copies of the GED scores.

The College reserves the right to admit or deny admission to any applicant based upon the College's established policies and standards.

Enrollment Deposit

First-time students who have been approved for admission to Louisburg College are required to send in a non-refundable deposit to complete the admissions procedures. Prompt submission of the deposit is to the student's advantage since first-year housing and registration priorities are established by using the date of receipt of the deposit. Space in the freshman class is reserved by payment of this deposit. This enrollment deposit is due May 1.

Returning students are encouraged to submit their deposits as early as possible. Timely submission of this non-refundable deposit ensures the student of retaining his/her pre-registration status and priority housing consideration.

Space reservations and other priority considerations are good only until the due date of the Business Office's statement of semester fees. If financial settlement has not been made with the Business Office by the due date shown on the statement, the College reserves the right to grant another student the space in the class.

Medical Records

Each prospective student must return a questionnaire concerning his or her health history prior to enrollment. Records of medical examinations will be consulted when questions arise concerning the amount of curricular and extracurricular work and physical activity the student can undertake. North Carolina General Statute 130A-155.1 states that no person shall attend a college or university, excluding students attending night classes only, or students matriculating in off-campus courses, or students raking a course load of four credit hours or less and residing off campus, unless a certificate of immunization against diphtheria, tetanus, whooping cough, poliomyelitis, red measles (rubeola) and rubella is presented to the college or university on or before the first day of matriculation. The Louisburg College student health questionnaire provides students with a convenient method of certifying their immunization history. Failure to file the required certification of immunization will result in students being withdrawn from classes. Students will receive no credit or grades for their courses. There will be no refunds.

Non-discrimination Policy

Louisburg College is committed to the equal opportunity of education and employment and does not discriminate against students, employees, or applicants on the basis of race, color, sex, sexual orientation or sexual preference, national origin, age, or disability. Moreover, the College does not discriminate in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by applicable Federal laws and regulations.

Louisburg College supports the protection available to members of its community under all applicable Federal laws, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990, Title IX of the Educational Amendments of 1972, and Title VI and Title VII of the Civil Rights Act of 1964.

Any student, employee, or applicant who has a complaint or grievance should contact the Chief Academic Officer, 501 North Main Street, Louisburg College, Louisburg, North Carolina 27549 (919) 496-2521, ext. 220.

Sexual Harrassment

Sexual harrassment is a form of misconduct that fundamentally compromises the integrity of human relationships, affects morale and performance, and threatens an individual's sense of security and well-being. Louisburg College is committed to creating and maintaining a harrassment-free environment and it has stringent policies and procedures relative to sexual harassment. These policies and procedures may be found in the College's *Employee Handbook*, *Faculty Handbook*, and *Student Handbook*.

Students with Disabilities

Louisburg College does not discriminate against qualified students with disabilities. It is the student's responsibility to request accommodations and to provide

current medical or diagnostic documentation with a clear statement of the disability and recommended accommodations from a qualified professional. Students may be required to be reevaluated if the documentation is older than three years or if the requested accommodation is not recommended in the documentation. Students should contact the Office of Counseling and Learning Services, 501 N. Main Street, Louisburg College, Louisburg, North Carolina 27549, (919) 496-2521, ext. 3212.

Students desiring additional fee-based disability services, see Louisburg Learning Partners Program described on page 54.

Cost of Education

Louisburg College is a non-profit institution. Its goal is to give ambitious and purposeful students the opportunity to obtain two years of college education. Through the years, thousands of friends have donated the resources of the College in land, buildings, equipment, operational expenses, and endowment. The faculty/staff have given devoted service to the institution in pursuit of the goal. College personnel understand the challenges facing higher education today. One of those challenges is the increase in costs associated with post-secondary education. For this reason, the College strives to keep expenses low for those who wish to attend Louisburg. The College reserves the right to revise the charges whenever conditions demand such revision.

Louisburg offers a variety of financial aid programs to assist students who are not able to afford the full cost of education at the College. Students who feel that they may need assistance are encouraged to apply for financial aid. It is the hope of the College that no qualified student will be unable to attend due to financial limitations. See pages 22-32 for full details on the aid programs offered.

Regular charges for tuition, fees, room, and board for the current academic year can be obtained from the Financial Aid Office. In addition to these costs, students will incur expenses for books, supplies, transportation, and personal items. The Financial Aid Office at Louisburg College estimates these added costs annually and uses its estimates in determining eligibility for need-based assistance.

Books and supplies for all courses at Louisburg are sold by the College Bookstore. The approximate cost of books and supplies per year is $650. These costs vary according to the curriculum and according to whether used books can be obtained.

Costs for transportation and personal expenses vary from student to student. For information on these variable costs, including the estimates used in determining eligibility for financial assistance, contact the Director of Financial Aid.

Payment Plans And Financial Arrangements

Louisburg College offers a variety of payment plans and financing arrangements designed to help families better afford private education. The Louisburg College Financial Aid and Business offices have full details on all plans listed. Please note: Charges are obligated on a semester-by-semester basis, and the official due date of charges is the date listed below for the one payment per semester plan. Refunds (in the event of a withdrawal) are made according to the refund policy unless amended by the College. Payment plans currently offered include:

1. **One Payment Per Semester** - All charges for each semester are due before the beginning of the semester on the dates indicated:

Fall Semester	August 1
Spring Semester	December 15

2. **Three Payments Per Semester** - One third of all charges for each semester is to be paid on or before the following dates. To cover costs of administration, a charge of $25.00 per semester is added to the first payment of each semester for those electing this plan. Students may elect this plan for either or for both semesters.

Fall Semester	August 1
	Upon enrollment
	October 1
Spring Semester	December 15
	Upon enrollment
	March 1

3. **Monthly Payments** - Through Academic Management Services, Inc. and Tuition Management Services, Inc., parents or guardians of Louisburg College students can choose a low-cost, flexible system for paying educational expenses in ten convenient monthly installments. The charges for this plan is an annual fee of approximately $50.00 per year, which includes automatic life insurance on the enrolled parent or guardian. There is no interest or finance charge. Payments are made beginning in June and continuing until the following March. After the first year, payments may be spread over a 12-month period for more convenient installments.

4. **Monthly Payment Plan (Veterans)** - Veterans of the United States Armed Forces who receive monthly payments for attending college may make arrangements to pay monthly installments directly to the Louisburg College Business Office. There is a charge of $50.00 per year for this service, payable at $25.00 per semester.

5. **Long-term Payment of College Expenses** - In addition to financial aid programs and the variety of available payment options, many families seek ways to spread the cost of higher education over a longer period of time, thus gaining easier monthly payments. Louisburg College students and their families currently use a number of different financing arrangements. These arrangements can be used in combination with student financial aid.

   Financial Aid Office personnel are familiar with financing arrangements such as Federal PLUS loans and Unsubsidized Federal

Stafford Loans, as well as other loan/financing options which may be available to families. They will be pleased to discuss the relative benefits and costs associated with each. Loan programs are discussed on pages 25 and 26.

Delinquent Payment Notice

The use of any particular payment plan does not diminish the obligation of the student to pay all net charges for the current semester of enrollment. Louisburg College reserves the right to assess penalty and interest charges on payments made after the due date. Failure to meet financial obligations to the College by the date payment is required may result in the assessment of penalty and interest charges to the student. Continued delinquency may result in the account being placed with a collection firm. In such event, students may be liable for interest charges up to sixteen percent (16%) and late charges, attorneys' fees, etc. of up to four percent (4%) of the unpaid balance.

Financial Aid/General Eligibility Requirements

Louisburg College believes that all students should have the opportunity to attend the college of their choice, regardless of financial circumstances. While the student aid program is administered according to the nationally accepted policy that a student and his/her family have the primary obligation for financing a student's education, financial assistance is available to students who need help in paying the cost of education. This section gives general consumer information regarding aid programs at the College; submit any request for additional information to the Financial Aid Office.

Eligibility for all aid programs at Louisburg College, except those designed to recognize exceptional academic, artistic, or athletic ability and some endowed scholarships, is based upon the need for funds as shown through a need analysis. All students who demonstrate need are awarded aid, as long as funds are available and the student meets specific program eligibility requirements. The amount of a student's award is based upon his or her need, and the Financial Aid Office endeavors to construct an assistance package which meets the need of each qualified applicant. Required applications should be submitted to the College as early as possible after January 1 of the award year. For maximum consideration, all forms should be completed by March 15 for the upcoming academic year. Applications completed after this date will be considered for assistance based upon eligibility for assistance and in accordance with fund availability.

In order to receive any federal grant, loan, or work assistance, a student must: be enrolled or accepted for enrollment as a regular student in a program leading to a degree; be carrying or planning to carry at least a half-time academic load (Federal Pell Grants may be obtained by less than half-time students under certain conditions); not owe a refund to a Title IV grant (Federal Pell, Federal SEOG, SSIG); not be in default on any Title IV loan or have made satisfactory arrangements to repay any defaulted loan (Federal Stafford, Federal PLUS, Federal Perkins) received at any insti-

tution; not have borrowed in excess of loan limits under Title IV programs; and sign a statement of educational purpose, saying that the Title IV funds will be used only for expenses related to study at the College. All recipients of federal aid must be citizens or permanent residents of the United States. In accordance with federal regulations, male recipients must certify their registration with Selective Service.

Continued receipt of financial assistance by aid applicants is dependent upon the establishment of continuing eligibility for aid based on satisfactory academic progress standards and upon continued funding of the programs at the College.

The Higher Education Act of 1965, as amended by Congress in 1980, mandates institutions of higher education to establish minimum standards of "satisfactory progress" for students receiving financial aid. Louisburg College makes these standards applicable to all programs funded by the federal government, including Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans, FFELP loans, and the Federal Work Study Program. These standards are also applicable to the State Contractual Scholarship Fund, North Carolina State Student Incentive Grants, and to certain Louisburg College-controlled scholarships. Satisfactory Progress Standards Evaluation will be done for all students at the end of each academic year for the next academic year. All students are provided a copy of the "Louisburg College Financial Aid Office Policy on Satisfactory Progress" in the *Student Handbook*. Copies are also kept in the Financial Aid Office.

Applying For Financial Aid

To apply for all forms of financial aid at Louisburg College, a student must submit needs analysis form(s) which have been approved by the Secretary of the United States Department of Education. The Free Application for Federal Student Aid (FAFSA) enables a student to apply for federal financial aid available at Louisburg. Additional applications may be required for students who wish to apply for state and institutional aid at Louisburg.

Louisburg's Financial Aid Office will mail all proper application forms needed to apply for all assistance available at the College to those prospective students who indicate an interest in applying for aid. Availability of applications will be disseminated to all returning students, and forms will be sent to others upon request. Note: For those aid programs that are not based on demonstrated need, a needs analysis form will not be requested. However, it is the policy of the Financial Aid Office to give preference to students who demonstrate a need for funding.

Types Of Assistance

Several different types of financial aid are available: scholarships, grants, on and off-campus employment, and loans. In most cases, aid is "packaged" so that students can receive assistance through more than one program. Although individual circumstances vary, the average aid package includes 40 percent self-help and 60 percent scholarships/grants.

There are many aid programs of each type offered to students. These programs come from a variety of sources: federal and state government; church,

corporate, foundation, and other donors; Louisburg College endowment income and general funds.

Grants And Scholarships

Federal Grants

Federal Pell Grant - This gift assistance is the foundation of the federal student financial aid program. Eligible students may receive awards ranging from $400 to $3,125 in 1999-2000.

Federal Supplemental Educational Opportunity Grant - FSEOG is a grant program in which eligible students may receive yearly awards ranging from $100 to $4,000. Preference is given to Federal Pell Grant recipients.

State Grants For North Carolina Residents

North Carolina Legislative Tuition Grant - Grants not based on need are awarded to all who meet both the definition of full-time student and the legal residency requirements established by the State of North Carolina. For 1999-00, the grant was valued at $1,750 per academic year. To meet the definition of full-time student, one must be enrolled in a minimum of 12 semester hours through October 1 of the fall semester and through the 10th day of classes of the spring semester. To meet the legal residency qualification for the NCLTG, the student must have maintained his/her domicile in North Carolina for at least the 12 months immediately preceding the date of first enrollment or re-enrollment. For details concerning residency and other requirements, contact the Financial Aid Office.

State Contractual Scholarship Fund for Needy North Carolinians - Legal residents of North Carolina may be awarded SCSF grant funds as determined by the financial aid system of the institution, using Louisburg's financial aid policy in conjunction with Federal Methodology to determine need. Individual awards may vary for each eligible recipient.

North Carolina Teacher Scholarship-Loan Program - Available through the North Carolina State Department of Public Instruction, these scholarship awards are initially made as loans, with one year's loan being canceled for each year of teaching service in North Carolina public schools.

North Carolina National Guard Scholarships - The North Carolina National Guard offers two scholarship programs for its members. The first, funded by the North Carolina General Assembly, can provide up to $500 per year of college; the second, a federally funded program for new recruits, can provide an additional $500 per year. For details, interested students should contact the North Carolina National Guard, Office of the Adjutant General, Attn.: AGPR, P.O. Box 26286, Raleigh, N.C. 27611.

Academic Scholarships

Academic scholarships are awarded annually to incoming students based upon academic promise, leadership, and character. There are several classifications of academic awards offered by Louisburg College. See the list below for scholarships and requirements:

Faculty Awards. Scholarships of $1,000 are awarded annually to incoming freshmen. Requirements include a minimum GPA of 3.0 and SAT score of 900. Faculty scholarships are renewable for the second year provided the recipient maintains an overall grade point average of at least 3.0.

Trustee Awards. Scholarships of $2,000 are awarded annually to incoming freshmen with a minimum GPA of 3.25 and SAT score of 1000. Trustee scholarships are renewable for the second year provided the recipient maintains an overall grade point average of at least 3.25.

Presidential Awards. Scholarships of $3,000 are awarded annually to incoming freshmen who meet the following criteria: minimum 3.5 GPA and SAT score of 1100. Presidential scholarships are renewable for the second year provided the recipient maintains an overall grade point average of at least 3.5.

Will and Sara Condon Rodgers Memorial Scholarship Endowment. This academic scholarship was established in the will of the late Sara Condon Rodgers. The scholarship provides assistance up to the cost of annual tuition and fees charges. Candidates must meet the following initial requirements: minimum GPA of 3.0 and SAT score of 920. The Admissions Office notifies incoming students who meet initial standards that they may be eligible to compete for the need-based academic scholarship. With notification the student is requested to complete a financial statement and provide a written statement. Those meeting the need criteria as determined by the financial statement and submission of a personal statement will be given the opportunity to attend a scholarship competition which is held in the spring to select recipients of the scholarship. Students receiving the scholarship may renew it if they maintain a 3.0 GPA during their first year.

Returning Students Merit Awards. Scholarships are offered to returning students who did not qualify as incoming first-year students. Students are informed of tentative scholarship amounts upon the receipt of spring semester mid-term grades with final notification pending end of semester grades and cumulative grade point average. The monetary amounts of these scholarships and grade point averages required for returning students are the same as those for the Faculty, Trustee, and Presidential awards.

Note: Should a recipient of the academic scholarships be eligible for other forms of Louisburg College financial aid (e.g., Franklin County Grant, employee tuition waiver), the program offering the higher amount of aid will be the one received by the student.

Louisburg College Scholarships and Grants

In addition to financial aid available from federal, state, and private sources, merit awards and athletics grants, Louisburg College offers assistance through institutional scholarship programs. In order to be considered eligible for these awards, a student should complete the required financial aid applications as detailed in "Applying for Financial Aid." The Financial Aid Office will answer questions regarding any specific scholarship or grant.

The Abdalla J. Abdalla and Betsy McKenzie Abdalla Scholarship Endowment
Alpha Beta Gamma Educational Endowment
Alpha-Pi-Epsilon Scholarship
Alston-Macon-Murphy Scholarship Endowment
Alumni Scholarship
Amick Scholarship Endowment
Dorothy Kennedy Anderson Endowed Scholarship Fund
Douglas Lee Angleton Endowed Scholarship
Athletics Scholarships
Al Barbour Baseball Scholarship
Paul B. and Merrill V. Barringer Endowed Scholarship Fund
Howell W. and Elsie M. Bass Memorial Music Scholarship
Oakel and Frances Bass Scholarship Endowment
Marvin and Mary Jo Baugh Scholarship
Marina Jarvis Baum Scholarship Endowment
Annie Allen Beam Scholarship Endowment
Beckler Memorial Scholarship Endowment
Benson Living Memorial Scholarship Endowment
Mary Eleanor Bethea Scholarship
Bicentennial Scholarship - Board of Higher Education and United Methodist Church
Blackburn Scholarship Fund
Blackburn Scholarship Endowment
Susan Davis Blount Scholarship Endowment
Ann Blumenfeld Scholarship Award
Boney Scholarship
Book of Remembrance Scholarships
Lillian Cherry Boyette Scholarship Endowment
George and Inez Breitz Memorial Scholarship Endowment
Ann Norris Broughton Scholarship Endowment
Bryan Scholarships
C.S. Bunn Endowment Fund
Burney Scholarship Endowment
Lucy Perry Burt Scholarship Endowment Fund
Bynum Charge Memorial Scholarship Endowment
John Cameron Athletics Scholarship
William Ragsdale Cannon Scholarship Fund
Peter A. Carlton Scholarship Endowment
Carrington and Michaux, Inc. Scholarship
Cheatham Scholarship
Bettie Cobb Scholarship Endowment
Coor Family Scholarship Endowment
Johnnie C. and Sue B. Currin Scholarship Endowment
Bobby C. Davis/R.A. Scholarship Endowment

Shirley Catlette Dean Scholarship
Delta-Kappa-Gamma Scholarship
Mather D. Dorman Scholarship Endowment
Drama Awards
Edenton Street Scholarship
Cobb-Evans Ministerial Scholarship
Richard G. Farmer Memorial Scholarship
Faulkner Scholarship Endowment
Fred L. and Florence Alston Fearing Scholarship Endowment
Federal Employee Education and Assistance Fund
First United Methodist Church Day Student Scholarship
A.J. Fletcher Music Scholarship Endowment
Sarah E. Foster Scholarship Endowment
George Martin Fox, Jr. and Effie Brooks Fox Endowed Scholarship Memorial
Franklin County Tuition Grant
Franklin Veneers, Inc. Scholarship
Franks-Penny Memorial Scholarship
Haywood Frazier Memorial Baseball Scholarship Endowment
Johnny W. Gardner Athletics Work Scholarship
Winfield Scott Gardner Memorial Scholarship Endowment
Georgia A. Gilbert Scholarship Endowment
C. Wade Goldston Scholarship Endowment
Goldston Charge Scholarship Endowment
Pearl Harris Gomo Scholarship Endowment
Annie Newman Gunn Scholarship Endowment
Frances Manning Gwin Scholarship Endowment
Burdette Joyner Hardee Memorial Scholarship Endowment
Dr. and Mrs. Parrott R. Hardee Scholarship Endowment
Alan A. Harper Scholarship Endowment
Harrison Scholarship Endowment
Mollie Hofler Harrison Scholarship Endowment
Lucy Fuller Hartsfield Memorial Scholarship Endowment
Carol Bessent Hayman Scholarship Endowment
Herbert James Herring Scholarship
Carol Lynn Hicks Memorial Scholarship Endowment
John H. Hodges Endowed Scholarship Fund
Eugenia Perry Holmes Scholarship Endowment
Gurney P. Hood Memorial Scholarship Endowment
R. Edward and Louise K. Hunter Scholarship Endowment
Reba Liles Irion Scholarship
Hale L. and Gertrude A. Jennings Scholarship
Robert L. Jerome Memorial Scholarship Endowment
Johnson Family Scholarship Endowment
Lucy Adelaide Johnson Scholarship

William Travis Jones Endowment Fund
Ben E. Jordan, Jr. Scholarship Endowment
Robert A. Leggett Scholarship Endowment Fund
Sarah Eleanor Limer Memorial Scholarship Endowment
John C. Harper Louisburg Lions Club Memorial Scholarship
Grover Cleveland Lytle Scholarship Endowment
Barbara Major Scholarship Endowment
Charles K. and Verna B. McAdams Scholarship
Manly Glenwood Mann, Sr. Scholarship Endowment
Blanche Hooper and Earl R. Meekins Scholarship Endowment
Wayman Chalmers Melvin Memorial Scholarship Endowment
Mercer Scholarship Endowment
Merritt Honor Scholarship Endowment
Ruth Merritt Scholarship Endowment
Miss North Carolina Scholarship
Herbert and Elsie Miller Scholarship Endowment Fund
Vivian Proctor Mitchell Endowment Fund
Isaac Deane Moon Music Scholarship Endowment
Thomas G. Moore Memorial Scholarship Endowment
Harold A. Morris Scholarship Endowment
Jack Russell Morris Endowed Scholarship
Kimiko Motegi Scholarship Endowment
Bill and Hazel Mullen Memorial Scholarship Endowment Fund
Music Awards
John Jesse Myrick and Emma Brown Harris Myrick Scholarship Endowment
Abraham Josiah and Alice Bowen Newberry Memorial Scholarship
News and Observer Scholarship Fund
Joseph P. Newsom Memorial Scholarship Endowment
Pliny F. and Vivian Newton Scholarship Endowment
J. Allen Norris, Sr. and Mary Johnson Norris Scholarship Endowment
North Carolina Conference United Methodist Church Scholarship
Florence Amelia Burnette Pace Memorial Fund
Walter Patten Memorial Fund
Donald and Julia Carroll Paul Endowed Scholarship
Gary Ward Paul Memorial Scholarship Endowment
Susan Blanche Penny Ministerial Scholarship
Thomas Arrington Person Scholarship Endowment
Pierce-Russos-Tucker Memorial Scholarship
Pittman-Frizzelle Scholarship
Reginald W. Ponder Scholarship Endowment Fund
Presidential Scholarship Endowment
Raleigh District Scholarship Endowment
Raleigh District United Methodist Men College Scholarship Program
James Manley Rhodes Scholarship Fund

Cecil W. and Eloise Sorrell Robbins Methodist Student Grant Program
Eloise Sorrell Robbins Music Endowment Fund
Noah W. Sadler, III Scholarship Endowment
Bessie A. Sanders Memorial Scholarship Endowment
Sanford District Scholarship Endowment
James H. Semans Scholarship Endowment
D. Whitman Shearin Business Scholarship
John Henry Shore Memorial Scholarship Endowment
Carrie Winstead Shore Memorial Scholarship Endowment
Ruth L. Simmons Endowment
Mary Clyde Singleton Scholarship Endowment Fund
Augusta Robinson and Fred A. Smith Memorial Scholarship Endowment
Albert E. Smoak Scholarship Fund
Grady and Mary Ruth Snyder '50 Endowed Scholarship
Rebecca Willis and William R. Spade Scholarship Endowment
T.M. Stanback Scholarship Endowment
Daisy Brantley Starnes Scholarship Endowment
M.O. Stephenson Scholarship Endowment
Sally K. and Amy J. Stevens Memorial Service Scholarship Endowment
Lucille Tucker Storey Scholarship Endowment
Student Government Association Scholarship Endowment
David Andrew Summersett Family Scholarship
Roger G. Taylor Endowed Scholarship Fund
Rosa B. Taylor Scholarship Endowment
James Terry Memorial Scholarship Endowment
Elizabeth Christine Stallings and Norwood Branch Thomas Memorial Scholarship Endowment
Blair Tucker Memorial Scholarship Endowment
S. Edgar "Rip" Tutor, Jr. Baseball Scholarship
Tyson-Chesson Scholarship Endowment Fund
United Methodist Scholarship
T.B. Upchurch, Sr. and Mollie Johnston Upchurch Memorial Scholarship Endowment
UPS Scholarship
Rose Vickrey Scholarship Endowment
Mattie Brewer Walston Scholarship Endowment
Robert E. and Mary S. Ward Scholarship
Jesse and Helen Warren Scholarship Endowment
Lillian Beasley Watson Scholarship Endowment
Robert Welch Scholarship
E.L. White Scholarship Endowment Fund
Lettie Pate Whitehead Foundation Scholarships
Richard C. Whitfield Memorial Scholarship Endowment
George Wilcox Scholarship Endowment
George S. Willard, Jr. Scholarship Endowment

Lucy Wilson Scholarship Fund
Floyd J. Wingfield Endowed Scholarship Fund
Jones Harrison Winston, Sr. Endowed Scholarship
William Ryal Woodall Scholarship Endowment
John B. York Athletic Scholarship Endowment

Loan Programs

Federal Stafford Loan (interest-subsidized) - Louisburg College students who demonstrate need for funds may borrow up to the amount of their need through a government subsidized Federal Stafford Loan, not to exceed annual loan limits. Maximum annual loan for first-year students is $2,625. For students at grade level two status, maximum annual loan is $3,500. Origination/insurance fees of up to 4% are deducted from loan proceeds. Interest charges and repayment begin 6 months after a borrower ceases to be enrolled at least half-time in any post-secondary institution, with a variable interest rate (not to exceed 8.25%) adjusted annually each July 1 in accordance with federal statute.

Federal Stafford Loan (unsubsidized) - For students who show little or no need for a Federal Subsidized Stafford Loan, an unsubsidized loan is available. Maximum annual borrowing levels, including any subsidized Federal Stafford Loan, may not exceed $2,625 for first-year students or $3,500 for students who have achieved grade level two status. Independent students may borrow additional amounts above these maximums, depending on grade level, program length, and cost of education. Interest begins accruing on the date of disbursement with the rate adjusted annually each July 1 in accordance with federal statute (interest rate not to exceed 8.25%). Borrowers have the option to capitalize interest during enrollment or to make interest payments while attending college. Payments on principal plus interest begin 6 months after the student ceases to be enrolled at least half-time in any post-secondary institution.

Federal Perkins Loan - Funding for this low interest (5%) loan comes from the federal government and Louisburg College. Priority goes to students with exceptional need, as defined by the Louisburg College Financial Aid Office. Students may borrow up to $3,000 each academic year. Interest and repayment begin nine months after the borrower has ceased to be enrolled at least half-time in any post-secondary institution.

Federal PLUS Loan - This loan is for parents of Louisburg College students. The loan is available in yearly amounts up to the cost of education less financial aid, based on a credit review by the lender. Origination/insurance fees (not to exceed 4%) are deducted from the proceeds. Interest is variable and begins accruing from the date of disbursement (rate not to exceed 9%). The rate is adjusted each July 1 as prescribed by federal statute. Repayment begins within 60 days after disbursement of funds.

United Methodist Loan - The United Methodist Student Loan Fund offers 6% interest loans of up to $1,000 per year to members of the United Methodist Church who are in degree programs at Louisburg College. Recipients must show financial need by completing a required financial statement. Interest accrues from the date the

loan check is issued, but repayment does not begin until 6 months after the borrower leaves school.

Other Loans - In addition to the loans listed above, there are other loans available to students and their families. Need is not a factor in determining eligibility for the additional loans. Contact the Financial Aid Office for information on other loans.

Work Programs

Federal Work Study Program - The Federal Work Study Program, combining federal and Louisburg College funds, provides on and off-campus jobs to students who need financial assistance. Recipients of Federal Work Study awards generally work 8-10 hours per week and may receive awards totaling up to $1,200 during the academic year. Job assignments are made by the Financial Aid Office, with consideration given to students' job preferences, class schedules, work experience, health, and academic progress. The lowest rate of pay for jobs in this program is the federal minimum wage.
Regular Campus Employment - Students who are ineligible for Federal Work Study awards but who possess special work skills needed by the College will be considered for Regular Campus Employment awards. Recipients of Regular Campus Employment awards generally work 7 hours per week, earning up to $1,000 during the academic year. Funding for this program comes from the College, with a portion being provided through the Davis-Allen Service Scholarship, established by the College in recognition of the generosity and devotion of Mr. and Mrs. Ivey Allen.

Off-Campus Job Opportunities - Louisburg College has an active Job Location and Development Program for students interested in employment opportunities off campus. Area employers submit requests for part-time employment for students during the academic year and vacations. A listing of available jobs is posted in the Financial Aid Office, and the Job Location and Development Coordinator assists students who are seeking off-campus jobs by providing potential sources of employment as well as helping with interview techniques and job counseling.

Veterans

Louisburg College is approved for providing education under Provisions of Chapter 34, Title 38, U.S. Code, G.I. Bill effective June 1966; Chapter 36, Title 38, U.S. Code, the children of deceased or disabled veterans; Public Law 894, for disabled veterans; Public Law 94-502, and Public Law 93-508.

Many veterans are eligible for financial support to attend college. Before communicating with Louisburg College about benefits under this program, the prospective recipient should complete all requirements at the regional Veterans Administration Office.

Generally, children of deceased veterans and veterans with total and permanent disabilities are eligible for financial benefits to attend college when the parent's death or disability resulted from service in the Armed Forces.

For further information, write the Veterans Administration Regional Office,

251 North Main Street, Winston-Salem, N.C. 27102. Information may also be obtained from the North Carolina Department of Veterans' Affairs, P.O. Drawer 27611, Raleigh, N.C.

Students receiving benefits from the Veterans Administration are allowed two semesters to remove probationary status after which benefits are terminated. Veterans who are terminated for unsatisfactory progress must go through College Readmission Counseling before they can be re-certified for education benefits.

Academic and conduct requirements and regulations apply equally to all students, veterans and non-veterans alike.

Records of progress are kept by this institution on all students, veterans and non-veterans alike. Progress records are furnished to all students at the end of each scheduled school term.

Veterans may be eligible to receive academic credit for military service or training. Louisburg College uses the American Council on Education guidelines to determine credit to be awarded for military schooling. For more information, contact the Registrar.

Refund Policy

Students terminating their enrollment at Louisburg College, for any reason, are expected to officially withdraw from the College. An official withdrawal form may be obtained from the Office of the Director of Counseling. If a student fails to complete an official withdrawal form, refund computations will be based on the last day the student attended classes.

In the event that an applicant has prepaid a semester's expenses and is subsequently found to be academically ineligible to attend, such applicant will be entitled to a refund of the total amount paid. All fees and tuition are forfeited in cases of suspension or expulsion.

Students may obtain a detailed description of the refund policy from the Financial Aid Office.

Introduction

Louisburg College strives for the total growth and development of each individual. Much of that growth occurs outside the classroom, in social, religious, and physical activities. The Student Development & Services staff is committed to putting students first. The activities and programs are planned with the goal of providing opportunity for student success. Students are encouraged to become involved as contributing members of the college community.

As a private, church-related institution, Louisburg College takes responsibility to act *in loco parentis* (in place of the parent). Students are expected to support the policies and regulations as stated in the catalog and the student handbook and by enrolling each student agrees to follow these policies.

The Student Development staff provides the leadership in planning a balanced program for resident and commuter students. The out-of-class activities include a variety of campus organizations, publications, religious life, cultural events, intramurals and athletics.

Student Organizations

Throughout the years the list of organizations has changed based on student interest and participation. Students are encouraged to form new clubs and plan events. The Student Activities Office and faculty advisors are eager to assist students form organizations and interest groups.

Appalachian Trial and White Water Club. Open to the entire Louisburg College family, this club sponsors various activities, trips, publications and events that aid the members in the preservation and appreciation of the wilderness environment.

African-American Historical Society. The purpose of this organization is to educate and unite students of African descent and other groups. It provides a forum to help students of all races understand and respect the history of African Americans.

Chorale and Louisburg College Ensemble. The Chorale meets twice a week and gives a Christmas Concert and a Spring Concert each year. The Chorale studies the classics, folk songs, spirituals, and music from the Broadway stage. Emphasis is placed on tone quality, balance, phrasing, dynamics, and interpretation. A small group of 12 to 15 students is selected from the Chorale to compose the Louisburg Ensemble. This group performs for various occasions on campus, presents concerts throughout the year at various churches in North Carolina, and makes an extended performing tour during Spring Break.

Christian Life Council. A non-sectarian group, the Christian Life Council coordinates all campus religious activities and certain service projects in which students are involved. Open to all students, this group meets weekly for fellowship and study in the dining center at the evening meal time. It sponsors Bible study groups, discussions of timely topics, three special religious services annually, and an off-campus retreat.

Among its long-standing service projects are a Christmas party for needy children and visits of the American Red Cross Bloodmobile.

The Louisburg College Players. This acting ensemble is devoted to student development in areas of self-discipline and personal creativity, both for individual growth and for the basic training for a professional theatrical career. The ensemble is centered around acting classes, major productions, and occasional one-act plays (often presented as dinner theaters). Major productions are selected to satisfy the artistic needs of the College, as well as the community.

Residence Life Council. Each residence hall selects a Residence Life Council as its governing body. The RLC plans and publicizes residence hall activities and fundraising projects.

Student Government Association. Each Louisburg College student is a member of the SGA and is represented through its officers: President, Vice President, Secretary, and Treasurer. The purpose of the SGA is to maintain harmony within the student body and to serve as the liaison between the student body and the College administration. The legislative arm of SGA is the Student Senate. Additionally, the SGA is the organizing agency for the Entertainment Committee, the Student Center/Dining Committee, the Elections Committee, and the Disciplinary Committee.

WAVES. WAVES (Workers Actively Volunteering Energetic Services) is composed of current students who are willing to help the College in several activities: hosting events, telefunds, fund drives, banquets, reunions, and publicity. These individuals serve the College in a positive role as ambassadors. Membership is based on academic standards, leadership potential and dedication to the advancement of the College. Through this association, the students gain an understanding of the need for alumni involvement, and this understanding will serve as a base for their future as Louisburg College alumni.

Student Publications

The Storm is the campus newspaper, edited by the students under the supervision of a staff advisor.

Wolfpen Branch, the on-line College literary magazine, contains original poetry, prose, photography, and illustrations by faculty, staff and students.

Office of Counseling and Learning Services

The Office of Counseling and Learning Services provides professional assistance for students in a variety of ways. For students who may be experiencing difficulties with college adjustment, personal problems, or future educational and career decisions, the counseling staff is readily available. Students may expect to receive professional, confidential service from the counseling office.

This office oversees compliance with the Americans with Disabilities Act (ADA) and ensures that students with documented disabilities receive reasonable accommodations as requested.

Available transitional services include a variety of inventories measuring interests, temperament, abilities and learning style that indicate an occupational and educational direction for a student. This office houses a library of senior college catalogs and applications and can check to ensure a student has the necessary courses to graduate.

A Peer Tutoring Program designed to complement regular classroom teaching is available through this office. Qualified students who tutor are paid. There is no fee for students receiving tutoring from their peers.

Lastly, this office works closely with the Student Development staff regarding drug/alcohol issues as well as referral and support services of a clinical nature.

Religion on Campus

Louisburg College, as an educational institution affiliated with the United Methodist Church, seeks to continue the tradition initiated by the denomination's founder, John Wesley, of "uniting knowledge with vital piety." Without attempting to impose narrowly restrictive rules of conduct or sectarian theological norms upon either faculty or students, the College strives to create and maintain on its campus a broadly Christian atmosphere within which optimum intellectual and spiritual growth can take place. For the promotion and cultivation of spiritual growth, the College offers a variety of opportunities for worship and service through the Christian Life Council (see description under "Student Organizations") and under the direction of the Assistant Dean for Religious Life, whose office is located in the Clifton L. Benson Chapel and Religious Life Center.

Chapel. Services of worship are conducted three or four times monthly at 11:00 a.m., Tuesday in the Chapel. On these occasions, the Assistant Dean for Religious Life, guest ministers of various denominations, faculty members, and students preach or present religious programs. Attendance is voluntary.

Cultural Activities

A significant aspect of education is the development of students' capacity to appreciate and enjoy the expressions of their cultural tradition in art, literature, music, and ideas. Much of the regular curriculum is devoted to this effort, and the College strives toward this goal in other areas as well.

The Louisburg College Concert Series features distinguished and professional performers in a balanced schedule of both classical and popular performing arts, including music, dance, and drama.

Other cultural programs are: the Cinema Arts Series with emphasis on film art history and cinematography; the Guest Recital Series which provides programs in the performing arts; and the Arts and Crafts Exhibitions by students and professionals for exposure to the fine arts.

A Lecture Series provides outstanding regional, national, and international personalities on topics of world affairs, economics, religion, history, and the sciences.

Student creative arts programming is provided in the dramatic club, the chorale, the newspaper, the literary magazine, poetry and fiction readings, and residence hall programs. Students are also encouraged to enter their work in sculpture, paintings, drawings, and ceramics in Art Gallery exhibits.

Athletics

Louisburg College has a long tradition of excellence in athletic competition. Junior college athletes are consistently sought by four-year colleges for their final two years of college, and some athletes have moved into professional sports. Louisburg College offers several intercollegiate sports and is a member of Region X of the National Junior College Athletic Association. Anyone who is interested in playing intercollegiate athletics should contact the coach of the sport he or she wishes to play.

Hurricane Baseball

A new era began in 2000 for Louisburg College baseball. After 40 years as Hurricane coach, Russ Frazier retired following the 1999 season. During that span, the Canes won 21 conference championships, nine district championships, and made nine trips to the NJCAA World Series. Over 75 players signed professional contracts with 12 playing in the Major Leagues. Also numbered among their graduates are doctors, dentists, professors, business professionals, coaches, principals and teachers. Louisburg has the reputation of being one of the best programs in the United States. Billy Godwin, considered one of the foremost young coaches in the country, replaces Coach Frazier and will continue the great tradition of Louisburg College baseball.

Hurricane Fast-pitch Softball

Under Coach Sheilah Cotten, first female to be inducted into the ECU Hall of Fame and NJCAA Fast-pitch Committee Chairperson, the Lady 'Canes fast-pitch program has amassed numerous accolades both on and off the field.

In 1991, 1997, and 1999 the team finished in the Elite Eight at the NJCAA Championships in Hutchinson, Kansas. The program has produced six NJCAA All-Americans and two Academic All-Americans. Many players have received scholarships to play at four-year schools and numerous others have transferred to major universities to finish their academic pursuits. The graduation rate for two-year players since 1990 is over 90 percent.

Coach Cotten, in 23 years, has a 536-312 overall win-loss record and has traveled extensively with the NJCAA, promoting JUCO softball. The team, playing in a new 200 ft facility successfully competes against NJCAA Division II and III schools and plays a fall and spring schedule of 55-60 games.

Hurricane Women's Basketball

The Women's basketball program at Louisburg College is among the most respected in the United States. Two NJCAA National Championships, two NJCAA National runner-up finishes, another Final Four appearance, and seven other trips to the Nationals have made Louisburg College one of the "winningest" teams (35 victories) in the history of the NJCAA National Tournament.

The "Lady" Hurricanes, under Head Coach Mike Holloman, won the NJCAA National Championship in 1992 and followed it with a second place finish in 1993.

In his first ten seasons, Holloman's teams have compiled an amazing 268-47 record including eight Region X Championships. Holloman has won Region X Coach of the Year eight times along with NJCAA Coach of the Year Honors in 1992.

Individual honors have been equally impressive. Eleven Lady Hurricanes have been accorded NJCAA All-American honors, including eight in the last nine years.

Former players have continued their basketball careers at The University of North Carolina at Chapel Hill, North Carolina State University, Western Kentucky University, University of Maryland, Kansas University, East Carolina University, University of North Carolina at Charlotte, and Old Dominion University.

Hurricane Men's Basketball

Under Coach Enid Drake, the men's basketball team has won two conference championships, three Eastern Division championships, four Region X runner-ups, and 22 other invitations to play in the NJCAA Region X Tournament in the past 34 years. With a record of 604-427 in 34 seasons, Drake is among the top 11 "winningest" active coaches in the NJCAA. Drake continues to lead the Hurricanes against strong Region X opponents, as well as tough non-Region teams.

Hurricane players have consistently received top regional and national honors, and most have gone on to play for four-year colleges and universities such as the University of North Carolina at Chapel Hill, North Carolina State University, the University of North Carolina at Wilmington, the University of Hawaii, Lenoir-Rhyne College, High Point University, Virginia Tech, Old Dominion University, Radford University, Campbell University, Saint Bonaventure, the University of South Carolina, East Carolina University, Chaminade University, the University of Miami, Idaho State University, Virginia Commonwealth University, Barton, Cornell, Rutgers, and the University of North Carolina at Asheville.

Hurricane Men's Soccer

The men's soccer program at Louisburg College has been in existence for just six years, and in that time has established a reputation as a very competitive Division I program. The team competes in Region X of the National Junior College Athletic Association, and was the champion team of that region in 1999. In addition to playing other strong two-year schools, Louisburg College's schedule includes competition with several four-year programs.

Coach Dave Sexton from England holds both English and U.S. coaching qualifications and his international experience is mirrored in the make up of the team—Louisburg's soccer players come from various states as well as from overseas to play. The soccer facilities, which are widely recognized as being among the best in North Carolina, consist of immaculate practice and game fields.

The strength of the program is reflected in the fact that the College's players

have consistently received top regional honors, and most have gone on to play for four-year colleges and universities after graduating from Louisburg College.

Hurricane Women's Soccer

Now in its fourth year, the women's soccer program has grown steadily as evidenced by its qualification for the 1999 Region X Finals. The team's players have consistently received Region X honors, and many have gone on to successful careers at four-year schools. Louisburg College expects to continue attracting top student athletes to its soccer program, maintaining the proud Hurricane tradition.

Intramural Sports and Recreation

The Intramural Department at Louisburg College is a division of the Student Development Office coordinated with the Athletics, Health and Physical Education program.

The ISR is designed to meet the needs of every student in an effort to promote, organize and administer a broad program of competition and recreational activities. The ISR offers a wonderful opportunity to develop new skills and organize leisure time. Numerous activities are offered including: Flag Football, Basketball, Soccer, Softball, Table Tennis, Pool, Frisbee, Golf And Volleyball.

Whether one plays, referees, keeps statistics, keeps score, or organizes teams is not of foremost importance - the key element is involvement.

Hurricane Club

The purpose of the Hurricane Club is to support the Louisburg College athletics program. Through the years the College has sponsored numerous teams that have been nationally ranked. The athletics program is a major source of unity and entertainment for the student body, faculty, alumni and friends. The Hurricane Club is open to anyone interested in supporting a quality junior college program.

Student Conduct And Campus Regulations

General Conduct. The College expects its students to maintain a high standard of conduct. The College reserves the right to monitor student behavior on and off campus. Students' rooms may be inspected and searched when violations of law or College regulations are suspected; students are subject to disciplinary procedures for off-campus violations of law.

Louisburg College expects its students to abide by the laws of the civil government. In addition, as a private, church-related college, Louisburg expects students to live up to the standards of Christian ethics. The College will seek to counsel students who demonstrate problems in this area. Failure to uphold Louisburg College standards may be regarded by the administration or the student judicial body as sufficient cause for disciplinary action. A serious breach of rules of conduct may result in termination of an individual's status as a student.

Alcoholic beverages must not be brought into the buildings or onto the campus grounds of Louisburg College. A student found in possession of alcoholic

beverages, or any illegal substance on campus may be suspended from Louisburg College. Refer to the Student Handbook for more detailed information.

Motor Vehicles. Any student at Louisburg College may keep an automobile provided he or she conforms to all traffic regulations. All motor vehicles operated on or near campus by enrolled students must be registered by College authorities. Specific parking areas are provided for students, faculty, staff, and employees, but the College does not insure or provide insurance for personal property or personal vehicles.

Housing

All students are expected to adhere to the following general regulations:

1. The following classifications of students may secure off-campus housing if they desire:
   a. Students who are 21 years of age or older at the time of enrollment
   b. Students who are married
   c. Students who have already been in attendance at a college for at least four semesters
   d. Foreign students
   e. Students who meet the criteria for financial independence as determined by the Financial Aid Office

All other students must live on campus in College housing or commute from the home of their parents or close relatives.

2. All housing arrangements are to be made through the Assistant Dean for Student Development.

3. A student whose academic load drops below 12 hours is no longer a full-time student and may be required to move out of the residence hall and commute from home.

4. Any student who changes rooms or removes or exchanges furniture without the consent of the Assistant Dean for Student Development is subject to disciplinary action.

5. A student must get permission from the resident director or the Dean of Students before having guests overnight in residence hall rooms.

6. Guests of the opposite sex are permitted in students' rooms and residence hall hallways only during open house periods. Violators of this policy are subject to suspension.

7. Any student who damages furniture or buildings must pay the ex-

pense of repairs. Each occupant of a room will be held responsible for its care and preservation.

8. Any student with specific housing needs because of a disability or medical condition must provide documentation, in advance, to the Assistant Dean for Residence Life. Such requests may restrict the student to housing in specific residence hall locations.

Residence Hall Room Furnishings

The College provides the necessary furniture for residence hall rooms. Students should bring with them bed linen (all beds in the residence halls are single), including sheets, blankets and pillows, towels; a reading lamp; and any other articles which would add to the comfort and attractiveness of their college home. Electric fans, rugs, curtains, lamps, pictures, and easy chairs are not furnished but may be supplied by the student. Some items may not be brought into the residence halls, including window air-conditioning units, firearms, live pets, fireworks, electric heaters, and cooking appliances.

Academic Policies and Procedures

Registration

Each semester the Registrar designates a preregistration period prior to the semester and a registration day just before classes begin. Registration is not permitted after the first week of classes.

Students must register for at least 12 semester hours to be considered full-time. Note: Full-time status is required for dormitory residency and some forms of financial aid. The amount of credit for most courses is based upon the amount of class time required each week, i.e., 150 minutes for three semester hours.

The normal full-time student load is 15 to 16 hours, exclusive of physical education courses. Lighter loads (12 to 14 hours) are sometimes required or recommended, based upon such factors as academic record, nature of the courses, transfer requirements and graduation requirements. Additional tuition will be incurred for enrollment over 19 semester hours.

Change of Courses

A course may be added or dropped within the first week of classes with the approval of the student's advisor. The forms provided must be fully processed to make approved changes official. No credit will be allowed on any course for which the student has not properly registered. A notation of the change is made on the student's transcript.

Withdrawal from Courses

When students withdraw from courses after the first week, grades are entered on their permanent records as follows: (1) If course withdrawal occurs within the first four weeks of the semester, a grade of W is assigned. (2) If withdrawal occurs after the fourth week of the semester, but before the last week of classes, WP (withdrawal passing) and WF (withdrawal failing) grades are assigned as warranted. However, if the withdrawal is for a documented medical or other highly exceptional reason, a grade of W may be assigned after the fourth week with the consent of the Chief Academic Officer. The student who withdraws from a course without following the official procedure (see Change of Course above) will be assigned a WP (Withdraw Passing) or WF (Withdraw Failing) grade as appropriate. Failure to attend classes does not constitute official withdrawal from a course. (3) Course withdrawal is not permitted during the last week of classes or during exams. Upon entering the last week of classes, a student is committed for a standard grade (A through F). Exception: A student who does not complete the final requirements of a course due to emergency reasons will be assigned the grade of I (Incomplete).

Withdrawal from College Enrollment

Any student desiring to withdraw from the College must follow official withdrawal procedures. The student must visit the office of the Counseling Office to initiate the process. Withdrawing students are assigned grades according to procedures outlined above (see Withdrawal from Courses).

Suspensions and Expulsions

If a student is suspended, the student's permanent records will be so noted. If suspension or expulsion occurs within the first four weeks of the semester, no grades are assigned. If suspension or expulsion occurs after the first four weeks of the semester, WP or WF grades are assigned as warranted.

Class Attendance

Absences are a serious deterrent to good scholarship, and it is difficult to receive optimum instruction, obtain knowledge, or gain skill when absent from class. Regular class attendance is the obligation of every student, and the student is responsible for all the work of all class meetings, including tests, written work, and laboratory work. Responsibility for keeping up with the number of absences taken rests with the student.

A student who fails to attend the first day of class for which he or she is registered may be removed from the roll unless prior arrangements for absence are made with the appropriate professor or the Registrar.

The **standard attendance policy of the College** permits students one unexcused absence per semester for each class meeting per week for a course. For example, two absences per semester are permitted for a class that meets two times per week.

The College permits its professors some flexibility in class attendance policies. Professors inform their class of **their specific policies** at the first meeting of each class.

Excused absences - a limited number of absences may be excused as follows:

1. **Illness.** Absences for illness may be excused by the College Nurse at the Infirmary only if the student reports to the Infirmary prior to the time of the class. If the student is unable to go to the Infirmary, the Residence Hall Director should be notified, or in the case of off-campus students, the Infirmary should be notified.
2. **Emergencies.** The Counseling Office should be notified in case of an emergency.
3. **College Representation.** The absence must be certified by the responsible faculty member and cleared through the Registrar's Office. Notification of absences excused for College representation, athletics, field trips, etc., will be issued by the Registrar's Office.
4. Any other absences for valid reasons are excused only by the instructor. College policy requires that a student attend at least **80 percent of the class meetings to get credit for a course,** even if some or all of the absences have been excused according to (1) through (4) above. When absences exceed 20 percent of total class meeting times (nine absences for classes meeting three times per week, six for classes meeting twice per week, and two for labs), the student will automatically be dropped from the course with a grade

of WP or WF. Cases of extenuating circumstances may be appealed to the Academic Dean.

Examination. Final examinations are held in all courses. Progress reports are sent from the Registrar's Office to students and their parents or guardian at the midterm marking period and at the end of each scheduled school term. Grades are evaluated as follows:

A - Excellent	4 quality points per semester hour
B - Good	3 quality points per semester hour
C - Average	2 quality points per semester hour
D - Below Average	1 quality point per semester hour
W - Withdrawal	Not counted as hours attempted.
WP - Withdrawal Passing	Not counted as hours attempted.
WF - Withdraw Failing	0 quality points, counted in hours attempted.
F - Failure	0 quality points, counted in hours attempted.
I - Incomplete*	Course considered attempted but no quality points earned.
IP - In Progress	0 quality points, counted in hours attempted.
AU - Audit	No credit
N - No Grade	No grade at midterm.

*A grade of I is given when a student has not completed all the requirements of a course but has completed at least 80 percent of them. A student receiving a grade of I may complete the course without having to re-register for the course. An Incomplete (I) grade remains on a student's record until it is removed by a passing grade. If not removed within one semester, the Incomplete (I) becomes the permanent grade and is counted the same as an F in computing averages.

Academic Transcripts

The Registrar's Office sends copies of student transcripts upon receipt of signed student requests. The transcript fee is $5.00. Transcript requests are not processed during the opening week of school each semester.

Upon written request from receiving agencies (i.e., foundations, academic institutions, potential employers), official transcripts may be issued to students in sealed, signed envelopes for direct submission by the student. Such requests are photocopied and kept with the student's records. In the absence of a written request from the receiving agency, the Registrar may verify the request by telephone.

Students may be issued transcripts marked "Student Copy" for use during interviews. Official transcripts bearing the College seal are usually sent directly to receiving agencies.

Classification

To be classified as a sophomore, a student must have completed 28 semester hours of work with a C average or better.

Academic Advising

The faculty and administrative staff act in an advisory capacity to assist the

student in solving his or her scholastic difficulties. At the time students enroll, they are assigned faculty advisors on the basis of interests, course of study, and special requirements. Students are encouraged to consult faculty advisors when help is needed in the areas of course selection, vocational information concerning the advisor's area of specialty, and academic transfer information.

Tutorial Services

The student who wants constructive criticism on an academic accomplishment or guidance beyond the classroom in understanding an academic problem finds the Louisburg College tutorial services an opportunity for further involvement with his or her work. For such a student, the tutorial program is an informal extension of the classroom. Voluntary attendance tutoring sessions are available in mathematics and English. In addition, professors in all subjects arrange after-class individual help upon request from students.

Academic Integrity Policy

All Louisburg College students are expected to uphold standards of honesty and integrity in their academic pursuits and are responsible for producing only their own work in all classes. Academic integrity is undermined by cheating, plagiarism, or lying for academic advantage. Students are responsible for understanding these violations as explained below.

Cheating

Students must complete all tests and examinations without help from any source. They may not look at any other student's paper or any book or notes while taking tests unless specified by the instructor. Possession of notes while taking tests is considered evidence or intention to cheat. Students may not talk to any other student while tests are being given without explicit permission from the instructor. These rules apply to all assignments unless specified by the instructor.

Plagiarism

Students must use their own words and must document the source of anything written in any paper or assignment. Direct quotations must be cited as such. Students must paraphrase material in such a way that the style and language are distinctively their own; merely rearranging words or making minimal changes in wording is plagiarism even if documented.

Students must submit work that is their own. They may not submit work that has been produced by anyone else. They may not permit other students to submit their work. They are encouraged to get ideas or suggestions from other sources when this is permitted by the instructor.

Academic Misrepresentation

Students must not lie about absences or assignments to gain academic advantage.

Records, Grades, and Reports

Records of progress are kept by this institution on all students. Progress reports are sent from the Registrar's office. Students are responsible for asking for clarification from their instructors should they have questions about these violations. Violations will result in a conference with the instructor who will review evidence of the offense. The instructor has the authority to determine the severity of the penalty related to the course, such as drop from class enrollment or lowering of grades. Continued violations or severe violations are subject to Louisburg College's disciplinary process and may result in expulsion. Students may appeal any decision to the Chief Academic Officer. All violations will be reported to the Chief Academic Officer.

Louisburg College Academic Grievance Procedure

The Academic Grievance procedure is to resolve student grievances pertaining to academic matters resulting from faculty or staff actions. Various circumstances may serve as legitimate grounds for student grievances. The grievances listed below are examples of the types of complaints that might be appropriate for consideration:

1. Errors in the calculating or recording of examination grades or the computation of final grades contrary to the faculty member's stated grading policy.
2. Failure of a faculty member to grade and return tests or assigned work in a timely manner.
3. Discriminatory grading on the basis of conditions other than academic criteria.
4. Demeaning or arbitrary actions by a staff or faculty member that might markedly affect a student's performance.
5. Failure to provide academic advisement according to an advisee's recorded goals and to the College's requirements.
6. Disputes concerning evaluation of transfer credit from another institution.
7. Failure to provide in a timely manner reasonable accommodations which are supported by diagnostic testing and which have been requested by a student with a documented disability.

Procedure for Redress: A student who thinks that he/she has an academic grievance will first seek to resolve the matter through discussions with the involved staff or faculty member. A student with a disability who has an accommodation grievance should also include the Chief Academic Officer in this initial discussion. If these discussions are not satisfactory, the complaint may be continued according to the following procedure:

1. A written statement of complaint must be submitted to the involved staff or faculty member not later than 30 days from the end of the semester in which the grievance occurs. A student with an accommodation grievance must submit a written complaint not later than 5 days after the initial consultation with the involved staff or faculty. The student must consult with the person involved within one week of submission of the written statement.
2. If resolution of the problem is not achieved with the person involved, the student may direct the grievance in writing to the next higher level.

A. Grievances involving faculty members, but not related to accommodations for students with disabilities, are directed to the appropriate academic division chair.

B. Grievances involving staff members or academic division chairs are directed to the Chief Academic Officer. The division chair or the Chief Academic Officer will consult with the student and the involved staff or faculty member.

C. Grievances concerning accommodations for students with disabilities are directed to the College ADA Advisory Committee for guidance and recommendations.

3. As a last step, and only after steps 1 and 2 above have been followed, the student may direct the grievance in writing, including a description of the allegations and supporting documentary evidence, to the President of the College. The President will appoint a Grievance Committee consisting of staff, faculty and students.

4. The Grievance Committee will review the written grievance and all supporting documentation and may hear oral presentations and consult with all involved parties. The committee will render its recommendations for disposition of the case in writing to the President of the College within two weeks of the last consultation/hearing. The President will notify all involved parties of his/her final decision concerning the grievance.

Academic Standards

General Academic Standards

Each student is expected to maintain a cumulative grade point average (total number of quality points earned divided by the total number of semester hours attempted) of at least a 2.00 on a scale of 4.00. Students who do not meet this minimum standard are subject to review by an Academic Standards Committee at the end of each semester. Committee actions may range from academic probation to academic suspension according to the following guidelines:

1. Any student whose grade point average is less than 1.00 for any semester will be placed on academic probation, and those with less than 0.50 for any semester will be suspended by the Committee.

2. Any student whose cumulative grade point average is less than 1.50 after one semester, or less than 1.70 after two semesters, or less than 1.85 (2.00 for students receiving veterans' benefits) after three semesters, or less than 2.00 after four and any subsequent semesters will be placed on academic probation.

3. In order to enroll for the following semester: (a) students on academic probation during their second semester must contract to improve their cumulative grade point average by a minimum of 0.50 or remove probationary status; (b) students on academic probation during their third semester must contract to improve their cumulative grade point average by 0.20 or remove probationary status; (c)

students on academic probation during their fourth semester must contract to improve their cumulative grade point average by 0.15.

4. A student not permitted to enroll for academic reasons may appeal through the Office of the Academic Dean. Any student readmitted after academic dismissal must contract to meet a specified semester-by-semester improvement schedule upon which his or her continued enrollment will be dependent, provided that in no case will the improvement be less than that stated above, and provided further that a cumulative grade point average of 2.00 is reasonably possible after five semesters and two summer school enrollments

Student Representation

Athletes representing Louisburg College in National Junior College Athletic Association (NJCAA) certified sports must meet NJCAA eligibility requirements. Students representing the College in other public performances (such as drama or music) must also meet certain eligibility standards. To represent the College during their second semester, students must earn at least a 1.75 average on any 12 hours taken during their first semester. To be eligible in subsequent semesters, students must have attained at least a 1.75 grade point average during the preceding semester or a cumulative of 1.75 on 36 hours after three semesters. In addition to the above, in order to be eligible to represent the College in their second year, students must have at least a 2.0 average on any 24 semester hours.

Graduation Requirements

The requirements for all Associate in Arts and Associate in Science degrees include a minimum of 64 semester hours with a C (2.00) average. At least (58) of the hours used toward graduation must be in courses carrying two or more semester hours credit.

Courses may be repeated for credit at Louisburg College. Repeated courses are indicated on student transcripts. Grade point averages are calculated using only the higher grade on a repeated course and no new hours attempted are added. The grade point average includes all work attempted, with the exception of developmental courses.

Students transferring credit to Louisburg College from other institutions must have at least two semesters in residence at Louisburg College, must earn at least 30 semester hours at Louisburg and must earn at least a C (2.00) average on Louisburg College work to qualify for graduation. Quality points at other institutions are not used in computing averages for graduation.

The records of students who have been readmitted after an absence of four or more consecutive semesters will be evaluated as follows: only grades of D or better earned in previous enrollments will be combined with all grades earned after readmission to compute graduation eligibility.

Academic Competency Requirements

Reading competency may be demonstrated in one of the following ways:

1. Placement at the twelfth grade level on the College's standardized reading placement test.
2. Completion of a reading course with a grade of C or higher and placement at the twelfth grade level on the reading exit exam.
3. Completion of two or more **reading-intensive** courses with a grade of C or higher.

Writing competency may be demonstrated through completion of **ENG 111 Expository Writing and ENG 112 Argument Based Writing and Research** with grades of C or higher.

Oral Expression competency may be demonstrated in one of the following ways:
1. Completion of **COM 231 Public Speaking** with a grade of C or higher.
2. Passing score on the Division's Oral Expression competency test.

Mathematical Computation competency may be demonstrated in one of the following ways:
1. Completion of **MAT 105 College Algebra** with a grade of C or higher.
2. Completion of any higher level math course (other than Probability and Statistics and Engineering Graphics) with a grade of C or higher.

Computer competency may be demonstrated in one of the following ways:
1. Passing score on the College's computer literacy skills exam.
2. Completion of a computer information/science course with a grade of C or higher.

Placement Testing and Developmental Courses

Louisburg College requires all students to take placement tests in mathematics and writing at the time of enrollment, and uses the test results for class placement to give students the greatest chance for success. Some students may be required to take placement tests in reading as well. Students may be transferred to a different level course very early in each semester when early academic performance indicates such transfer prudent. Such placement measures may include developmental courses deemed necessary to prepare students for college level academic endeavors. Developmental courses have stringent attendance and performance requirements announced in the course syllabi at the beginning of the courses. Developmental courses do not count toward graduation requirements but count for the semester's grade-point average, full-time status, and athletic and financial aid eligibility.

Privacy of Education Records

Access to students' education records is regulated by the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act, with which the College intends to

comply fully, was designated to protect the privacy of education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the College to comply with the Act.

Local policy explains in detail the procedures to be used by the College for compliance with the provisions of the Act. Copies of the policy can be found in the following offices: Student Development, Academic Dean, Registrar, and Admissions.

Louisburg College categorizes the following information as Directory Information: name, address, telephone number, date and place of birth, parents' names, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, weight and height of members of athletic teams and the most recent previous educational institution attended by the student.

Under the FERPA Act, students have the right to withhold disclosure of any or all of the above items. Requests for nondisclosure (Louisburg College FERPA Form 1) must be filed annually with the Registrar if withholding of Directory Information is desired. Louisburg College assumes that failure on the part of any student to file a request for nondisclosure indicates approval for disclosure.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Academic Dean or Registrar.

Recognition for Exceptional Achievements

Dean's List and Honor List. The College seeks by every legitimate means to stimulate and reward exceptional achievements in all worthy lines of endeavor. Two honor lists are issued by the Academic Dean and the Registrar to recognize exceptional achievement. Full-time students having a grade-point average of 3.50 to 4.00 will be eligible for the Dean's List issued at the end of the semester. In addition, those students with a grade point average of 3.00 to 3.49 are recognized on the Honor List.

Graduation with Honors. Associate degree students with a grade point average of 4.00 will be graduated *summa cum laude*, those with a grade point average of 3.80 will be graduated *magna cum laude*, and those with a standing of 3.50 will be graduated *cum laude*.

Marshals. The eight full-time enrolled freshmen with the highest scholastic average (including the first half of the spring semester) are asked to serve as marshals for the commencement exercises. Students with fewer than 28 semester hours earned are considered freshmen. A candidate should have accumulated a minimum of 12 semester hours toward graduation in previous semesters.

Honor Fraternities

Several honor fraternities have chapters at Louisburg College and are open to students who meet their requirements.

Phi Theta Kappa. Phi Theta Kappa is a national junior college scholarship-character fraternity, corresponding to Phi Beta Kappa in four-year institutions. The Gamma Upsilon Chapter of Phi Theta Kappa was chartered and organized at Louisburg College in December, 1938. Membership is presently open to freshmen with a minimum

grade point average of 3.50 and to sophomores with a minimum grade point average of 3.30 (mid-semester grades are included in the computation, but are weighted less than final grades). Good moral character and recognized qualities of citizenship are also emphasized for membership.

Delta Psi Omega. Delta Psi Omega is a national honorary dramatic fraternity whose purpose is to recognize and reward all phases of student participation in college dramatic art and stagecraft. To become a member, a student must attain an average of C on academic work and must have done outstanding work in acting, written a play that has been produced, or done efficient stage workmanship of any type.

Commencement Day Awards Presentations

Each year the following major awards are presented during the Commencement Ceremony.

The Alumni Scholarship. This award was established in 1990 by the Board of Directors of the Louisburg College Alumni Association to recognize an outstanding rising second year student. Qualifications are based on academic record, school involvement, personal character, and aspirations. Monies for the scholarship are provided through alumni contributions.

The Brantley Award. This award is presented to the male and female candidates for graduation with the highest full-time two-year scholastic average. It was established by the late Reverend Allen P. Brantley, a member of the North Carolina Conference of the United Methodist Church and a former trustee of the College.

The Isaac D. Moon Award. This award is given to the most outstanding male and female candidates for graduation in the fields of leadership, scholarship, and citizenship. It was established by the Sophomore Class of 1961 in honor of Professor Moon, member of the faculty from 1936 to 1970.

The Naomi Dickens Shaw Award for Faculty Teaching Excellence. This award is given each year to a member of the faculty who demonstrates teaching excellence. The Reverend and Mrs. Caswell Shaw established the endowment that funds the award in memory of Mr. Shaw's mother, the late Naomi Dickens Shaw, Class of 1928.

Awards Day Presentations

A special Awards Day assembly is held each spring to recognize students who have excelled in various categories.

The David Whitman Shearin Scholarship Award
The Art Award
Outstanding Student Athlete
The James H. Brown Award
The Owen Stephen Bunnell Associate in Science Award
The Peter A. Carlton Award in Biology
Chaplain's Service Award
Chemistry Award
Drama Awards
Foreign Language Awards
Bessie Arrington Gupton Distinguished Service Fund

Resident Assistant of the Year Award
Intramural Awards
Elizabeth Johnson Award
Journalism Award
The Malone Medal
Music Award
The Felton R. Nease Awards in Biology
Dorothy H. Sampson Creative Writing Award
Award in Social and Behavioral Sciences
The Cortland Victor Smith Service Award
Grady K. Snyder Award
Award in Speech Communication
Roger B. Taylor Scholarship
Floyd J. Wingfield Scholarship
Who's Who Among Students in American Junior Colleges
Non-Major Science Award

Overview of Academic Programs

Louisburg College academic programs provide a variety of choices for the transfer-oriented student, students interested in immediate employment after two years of study, and students seeking personal enrichment.

1. **Associate in Arts and Associate in Science** curricula with multiple transfer-oriented options.

2. **Weekend/Evening College** - designed primarily for part-time students to earn an Associate in Arts degree with minimal cost and maximum convenience. Classes are held on Saturdays and in the evenings to fit the schedules of people who have other time-consuming commitments, such as employment or family. Non-degree students who desire courses for the pleasure of learning are also welcomed.

3. **Louisburg Learning Partners (LLP)** - The Louisburg Learning Partners program in the Division of Library and Learning Services is a comprehensive, fee-based tutorial program for college students with learning disabilities that exceeds reasonable accommodations usually offered at the post-secondary level. Students enrolled in LLP have the benefit of working with faculty who are specially trained in accordance with college standards. LLP addresses learning differences by providing intensive and interactive partnerships that are designed to promote self-reliance and life-long learning skills. Specific advantages include individual and group tutorials with a learning specialist, academic advising, and specially designed courses.

   A summer transition program for LLP students is available and may be required. Students enrolled in LLP will participate in Educational Psychology 263, a three-hour transferable course that will promote active learning and problem solving. Because this course will be taught by our learning specialist, students' academic performance can be monitored on a frequent basis. In addition, the students will arrange tutorials to support other academic courses.

   Interested students who are admitted to Louisburg College must also complete the LLP application requirements (see page 15). Apply as soon as possible; space is limited. For more information, contact the LLP Program Director.

4. **Dance Performance** - The Division of Humanities offers an Associate in Arts in Dance degree designed to provide a sound prepara-

tion for students wishing to enter the dance profession in a variety of areas, including performance, choreography, and teaching. Along with the development of the technical skills demanded by the dance profession, personal development is
emphasized. Students are expected to extend their competency in the techniques demanded of professional dancers, and to expand their understanding of choreography, performance, and other areas of knowledge in dance. At the conclusion of this two-year curriculum, students will be prepared to pursue careers as performers, choreographers, or teachers of dance.

All students who wish to pursue the Associate in Arts in Dance degree must audition for admission into the program.

5. **Special Programs** - Special non-degree courses provide opportunities for people to improve their professional and job skills and to broaden and develop their personal interests. Continuing Education Unit (CEU) credits, at the rate of one CEU for each 10 hours of class participation, are awarded in several programs to qualified students. Programs are developed upon demand and interest, and they include such diverse courses and learning experiences as acting, economics, folklore, ceramics, field biology, science camps, and learning skills. Courses are structured in terms of particular program requirements, with a variety of learning activities such as workshops, laboratory settings, field exercises and traditional classroom presentations.

Academic Support

The faculty at Louisburg is dedicated to the success of every student. Teaching and advising, not research, are our professors' primary responsibility. Our dedicated faculty provide individual assistance, ensuring that each student is academically prepared to meet the requirements of major four-year colleges and universities. Faculty members keep generous office hours; most provide home phone numbers and e-mail addresses. In addition, the college offers the following forms of academic support:

College Success Teams

All first-year students are members of a College Success Team, comprised of 16 students who are supported by faculty, staff, and administrators. The teams share in academic, social, and cultural activities. Students also enroll in College Success Seminars that explore learning and living options for success in college; the goal is to help students identify and employ individual strengths to build adaptive techniques that can assist them in becoming confident, independent persons and learners.

Small Classes

The average class size is eighteen and the average student to teacher ratio is 13 to 1.

Academic Advisors

Full-time faculty members serve as academic advisors and carry an average student load of only 16 students.

Librarians with Faculty Status

Three full-time librarians staff our "teaching" library. At least one is always available to assist students with research.

Office of Counseling and Learning Services

A full-time counselor is available to students who desire to discuss academic, social, or personal issues. College transfer information and peer tutoring are also provided by this office.

Math Lab

The Math Lab is open weekday afternoons to provide students with an opportunity to receive additional instruction in all types of mathematics. The lab is staffed by faculty members from the Math Department.

Writing Center

The Writing Center provides individual assistance with writing for English and other classes. Appointments may be made with the tutor throughout the semester.

Science Center

The Science Center provides students with additional assistance in the sciences. The center contains computers for individualized instruction and is staffed by the science faculty who also offer tutoring.

Louisburg Learning Partners

LLP offers comprehensive professional tutorial services to select students with learning disabilities. See page 54 .

Transfer Programs

The vast majority of Louisburg College students transfer to senior institutions upon completion of their academic programs at Louisburg. Students earn an **Associate in Arts Degree or an Associate in Science Degree** in a transfer program by completing the requirements indicated below.

Almost any academic major may be started at Louisburg College. Selections of specific courses fulfilling each requirement in the curriculum should be made in terms of the student's prerequisite skills, expected major, and anticipated transfer requirements. Louisburg College maintains current information on transferability of courses through close coordination and transfer agreements with numerous colleges and universities. A variety of pre-majors have been developed in cooperation with the University of North Carolina System and are intended as blueprints for guiding students who plan to transfer into the system. Additional pre-majors have been established with various other institutions for direct admission into professional programs. Faculty academic advisors guide their advisees in course selection, as well as career and transfer exploration.

Students who are **undecided about a college major** will find ample opportunity to explore a variety of options at Louisburg College. The undecided student should follow the **General College pre-major in either arts or science.**

All students should refer to the Academic Information section regarding demonstration of competencies for the five Academic Competency Requirement areas.

Pre-Major Academic Tracks

(approved by the University of North Carolina Board of Governors for transfer of Louisburg College Students to UNC institutions)

Associate in Arts Degree

The Associate in Arts degree is a liberal arts degree, strong in the humanities, that provides an appropriate foundation for senior degrees in the social sciences, business, modern language, religion, philosophy, or the arts.

Associate in Science Degree

The Associate in Science Degree is a science degree with an underlying humanities basis that provides an appropriate foundation for senior degrees in the physical or earth sciences or in medicine.

Associate in Arts Degree — General College

1st semester	2nd semester
English 111	English 112
History Elective	Math 105, College Algebra
Social Science Elective	Science Elective
CIS 100, Intro. to Comp.	Social Science Elective
Art/Drama/Music Elective	Communications 231, Public Speaking
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Survey	Literature Survey/Creative Writing
Science Elective	History Elective
Religion/Philosophy Elective	Religion/Philosophy Elective
Free Elective	Free Elective
Free Elective	Free Elective
PED, Fitness & Wellness	

Associate in Science Degree — General Science

1st semester	2nd semester
English 111	English 112
Math Elective College	Math Elective
Chemistry 101	Chemistry 103
History Elective	Biology 101
Free Elective	History Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Science Elective
Science Elective	Social Science Elective
Social Science Elective	Communications 231, Public Speaking
Religion/Philospy Elective	Religion/Philosophy Elective
CIS 100, Intro. to Computers	PED 110, Fitness & Wellness

Biology/Biology Education Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
Math Elective	Math 109, Precalculus Algebra
Chemistry 101	Chemistry 103
History Elective	Biology 101
Humanities Elective	Humanities Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Biology 102
Biology 103	Science Elective
Science Elective	Social Science Elective
Social Science Elective	Religion/Philosophy Elective
Social Science Elective	PED 110, Fitness & Wellness

Business Administration Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111 CIS 100, Intro. to Computers Accounting 120 History Elective Elective (POL/PSY/SOC 201) INT 102, College Success Seminar	English 112 Accounting 121 Religion/Philosophy Elective Humanities/Fine Arts Elective Health 100/PED 110, Fitness & Wellness
3rd semester	**4th semester**
Natural Science Elective Math 109/111/201 Economics 201 Social/Behavioral Science Elective (POL/PSY/SOC 201) COM 231, Public Speaking	Literature Elective Math 121, Probability & Statistics Math 201/202/203. Calculus Natural Science Elective Economics 202

Business Education/Marketing Education Pre-Major *(approved for UNC)*

1st semester	2nd semester
English 111 Math 105/109/111 CIS 100, Intro. to Computers Accounting 120 Business 131, Intro. to Business INT 102, College Success Seminar	English 112 Communications 231, Public Speaking Accounting 121/Business 243/Math 121 Religion/Philosophy Elective Psychology 201 Free Elective
3rd semester	**4th semester**
Math 109/111/201 Natural Science Elective Economics 201 History Elective HEA/PED 110, Fitness & Wellness Free Elective	Literature Elective Natural Science Elective Economics 202 Humanities/Fine Arts Elective

Chemistry/Chemistry Education Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111 Math 201, Calculus I Chemistry 101 History Elective Humanities Elective INT 102, College Success Seminar	English 112 Math 202, Calculus II Chemistry 103 Social Science Elective Humanities Elective
3rd semester	**4th semester**
Literature Elective Math Elective Chemistry 201 Physics 203 Social Science Elective	Chemistry 202 Physics 204 Social Science Elective Religion/Philosophy Elective PED 110, Fitness & Wellness

Communications Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
CIS 100, Intro. to Computers	Math 105, College Algebra
Art/Drama/Music Elective	Science Elective
History Elective	Psychology 201
Communications 110	Communications 120
INT 102, College Success Seminar	
3rd semester	**4th semester**
Communications 231	Literature survey
Religions/Philosophy Elective	Math 121, Probability & Statistics
Science Elective	Sociology 201
Free Elective	History Elective
Free Elective	Free Elective
PED 110, Fitness & Wellness	

Computer Studies Pre-Major *(approved for transfer to various institutions)*

1st semester	2nd semester
English 111	English 112
Math 111/201/202	Math 201/202/203, Calculus
Chemistry 101/Biology 101	CSC 112, Programming in Fortran
Social or Behaviorial Science Elective	Humanities/Fine Arts/Religion/
Health/PED 110, Fitness & Wellness	Philosophy Elective
INT 102, College Success Seminar	Social or Behavioral Science Elective
3rd semester	**4th semester**
Math 202/203, Calculus Elective	Literature Elective
Physics 203	Physics 204
Social or Behavioral Science Elective	History Elective
CSC 216, Programming in C++	Religion/Philosophy Elective
Humanities Elective (COM 231)	Free Elective (MAT 121/280)

A.A. in Dance Performance* (see page 68)

1st semester	2nd semester
English 111	English 112
Math 105, College Algebra	Biology 104, Human Biology
Biology 101	History Elective
Dance 101 - Ballet, Jazz, Tap I	CIS 100, Intro. to Computers
Free Elective	Dance 102 - Ballet, Jazz, Tap II
INT 102, College Success Seminar	
3rd semester	**4th semester**
Psychology 201	Literature Elective
HED 282, Injuries & First Aid	Psychology 202
Religion/Philosophy Elective	Art/Drama/Music Elective
Drama 134, Set & Costume Design	Dance 202 - Ballett, Jazz, Tap IV
Dance 104, Teaching Methods of Dance	Dance 203, Dance Management
Dance 201- Ballet, Jazz, Tap III	Dance 204, Show & Recital Production

Economics Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
CIS 100, Intro. to Computers	Math 121, Probability & Statistics
Sociology 201/Psychology 201	Science Elective
POL 201, American National Gov.	History 112, American His. since 1865
Humanities Elective	Religion/Philosophy Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Math 201/202/203, Calculus	Literature Elective
Science Elective	Math 104, Finite Mathematics
Economics 201	Social Science/History Elective
Business 271, Principles of Management	POL 202, Local & State Government
Communications 120/231	Economics 202
HEA 100/PED 110, Fitness & Wellness	

Elementary Education Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
CIS 100, Intro. to Computers	Math 105/109/110/111
Psychology 201	Biology 101/104
Art 133/134/Music 151	Academic Concenrration Course
Elective (PED Activity)	Health 100
INT 102, College Success Seminar	
Academic Concentration Course	
3rd semester	**4th semester**
Communications 231, Public Speaking	English 131/231/232
Chemistry 101/Physics 201	Elective (History 221/Psychology 202)
Education 116	Sociology 201
History 101/102	Religion/Philosophy Elective
Academic Concentration Course	Academic Concentration Course

Engineering Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
Math 201, Calculus I	Math 202, Calculus II
Chemistry 101	Chemistry 103
History Elective	History Elective
Humanities Elective	Humanities Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Math 203, Calculus III	Literature Elective
Physics 203	Math 285, Differential Equations
Social Science Elective	Physics 204
Economics Elective	Social Science Elective
CSC 216, Programming in C++	Religion/Philosophy Elective
PED 110, Fitness & Wellness	Drafting 170, Engineering Graphics

English Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
CIS 100, Intro. to Computers	Math 105, College Algebra
Art/Drama/Music Elective	Science Elective
History Elective	Social Science Elective
Foreign Language	Foreign Language
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Survey	Literature Survey
Religion/Philosophy Elective	History Elective
Science Elective	Social Science Elective
Communications 231	Foreign Language
Foreign Language	Free Elective
PED 110, Fitness & Wellness	

English Education Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
CIS 100, Intro. to Computers	Math 105, College Algebra
Art/Drama/Music Elective	Science Elective
History Elective	Social Science Elective
Foreign Language	Foreign Language
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Survey	Education 116
Religion/Philosophy Elective	History Elective
Science Elective	Social Science Elective
Communications 231	Foreign Language
Foreign Language	Free Elective
PED 110, Fitness & Wellness	

History Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
Math 105/109/110/111	History 101/102/111/112
History 101/102/111/112	Social Science Elective
Social Science Elective	CIS 100, Intro. to Computers
Health 100/PED 110, Fit. & Wellness	Humanities/Fine Arts Elective
INT 102, College Success Seminar	Free Elective
3rd semester	**4th semester**
Literature Elective	Natural Science Elective
Natural Science Elective	History 101/102/111/112
History 101/102/111/112	Literature/Religion/Philosophy Elective
Religion/Philosophy Elective	Humanities/Fine Arts Elective
Foreign Language 101/POL 201	Foreign Language 102/HIS 221

Information Systems Pre-Major *(approved for transfer to various institutions)*

1st semester	2nd semester
English 111	English 112
Math 105/109/110/111	Math 109/110/201
Social or Behavioral Science Elective	Social or Behavioral Science Elective
Health 100/PED 110, Fit. & Wellness	CIS 100/102/CSC 112 (Computers)
Hum./Fine Arts/Rel./Phil. Elective	COM 231, Public Speaking
Free Elective (PED activity)	Free Elective (PED activity)
INT 102, College Success Seminar	
3rd semester	**4th semester**
Natural Science Elective	Literature Elective
Social or Behavioral Science Elective (HIS)	Natural Science Elective
CIS 100/CSC 111/216, Computers	History Elective
Rel./Phil. Elective (REL 101/102)	CIS 103/CSC 112, Computers
Free Elective (ACC 120)	Free Elective (ACC 121/DFT 170/MAT 121)

Pre-Law Pre-Major *(approved for transfer to various institutions)*

1st semester	2nd semester
English 111	English 112
Math 105/109/110/111	History 111, Amer. History since 1865
History 111, Amer. History to 1865	Business 243, Business Law
CIS 100, Intro. to Computers	Philosophy 114, Introduction to Ethics
HEA 100/PED 110	Religion Elective
Free Elective	Free Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Natural Science Elective
Natural Science Elective	POL 202, State & Local Government
Psychology 201	Social Science Elective
POL 201, American National Gov.	Economics 210/202
Philosophy 112, Intro. to Philosophy	COM 231, Public Speaking

Management Pre-Major *(approved for transfer to various institutions)*

1st semester	2nd semester
English 111	English 112
CIS 100, Intro. to Computers	Accounting 121
Accounting 120	Religion/Philosophy Elective
History Elective	Humanities/Fine Arts Elective
Business 131, Intro. to Business	Health 100/PED 110, Fit. & Wellness
INT 102, College Success Seminar	
3rd semester	**4th semester**
Math 201/202/203, Calculus	Literature Elective
Natural Science Elective	Math 121, Probability & Statistics
Economics 201	Natural Science Elective
Business 271, Principles of Management	Psychology 201
COM 231, Public Speaking	Economics 202

Mathematics Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
Math 111, Precalculus, Alg. & Trig.	Math 201, Calculus I
History Elective	Social Science Elective
Social Science Elective	Social Science Elective
Humanities Elective	Humanities Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Math 203, Calculus III
Math 202, Calculus II	Math Elective
Physics 203	Physics 204
Computer Elective	Religion/Philosophy Elective
PED, Fitness & Wellness	Free Elective

Mathematics Education Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
Math 111, Precalculus Alg. & Trig.	Math 201, Calculus I
Psychology 201	Psychology 202
History Elective	Social Science Elective
Humanities Elective	Humanities Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Math 201, Calculus II	Math 280, Linear Algebra
Physics 203	Math 203, Calculus III
CSC 216, Programming in C++	Physics 204
Education 116	Religion/Philosophy Elective
PED 110, Fitness & Wellness	Literature Elective

Pre-Medicine Pre-Major *(approved for transfer to various institutions)*

1st semester	2nd semester
English 111	English 112
Math 201, Calculus I	Math 202, Calculus II
Chemistry 101	Chemistry 103
History Elective	Biology 101
Humanities Elective	History Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Chemistry 202
Math 203, Calculus III	Biology 201
Chemistry 201	Social Science Elective
Physics 203	Religion/Philosophy Elective
Economics 201, Microeconomics	Humanities Elective
	PED 110, Fitness & Wellness

Nursing Pre-Major *(approved for transfer to UNC institutions and Barton College)*

1st semester	2nd semester
English 111	English 112
Math 105, College Algebra	Math 121, Probability & Statistics
Chemistry 105	Chemistry 106
Psychology 201	Biology 101
Humanities Elective	Psychology 202
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Biology 206, Anatomy & Phys. II
Biology 205, Anatomy & Phys. I	Biology 201, Microbiology
Psychology 281, Abnormal Psychology	History Elective
Sociology 201	Sociology 222
Humanities Elective	Religion/Philosophy Elective
PED 110, Fitness & Wellness	

Pre-Pharmacy Pre-Major *(approved for transfer to Campbell & Mercer University)*

1st semester	2nd semester
English 111	English 112
Math 201, Calculus I	Math 121, Probability & Statistics
Chemistry 101	Chemistry 103
History Elective	Biology 101
Humanities Elective	History Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Chemistry 202
Chemistry 201	Biology 201
Physics 201	Social Science Elective
Economics 201, Microeconomics	Religion/Philosophy Elective
PED 110, Fitness & Wellness	Humanities Elective

Physical Education Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
Math 105, College Algebra	Math Elective
History Elective	Biology 101
Psychology 201	Social Science Elective
Humanities Elective	Health 100
PED Elective	PED Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Biology 205, Human Anatomy II
Biology 205, Human Anatomy I	Chemistry 103
Chemistry 101	Social Science Elective
COM 231, Public Speaking	Religion/Philosophy Elective
PED elective	PED Elective

Physics Pre-Major *(approved for transfer to various institutions)*

1st semester	2nd semester
English 111	English 112
Math 111, Pre-calculus Alg. & Trig.	Math 201, Calculus I
Chemistry 101	Chemistry 103
History Elective	Social Science Elective
Humanities Elective	Humanities Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Physics 204
Math 202, Calculus II	Math 203, Calculus III
Physics 203	Social Science Elective
Astronomy 100	Religion/Philosophy Elective
Social Science Elective	PED 110, Fitness & Wellness

Political Science Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
Math 105/109/110/111	Math 105/109/110/111/CIS 100
History 111, Amer. History to 1865	History 112, American His. since 1865
Fine Arts/Foreign Language Elective	Communications 110/231
HEA 100/PED 110, Fitness & Wellness	Fine Arts/Foreign Language Elective
Free Elective	Free Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Natural Science Elective
Natural Science Elective	SOC 210/213/285
Psychology 210	POL 202, Local & State Government
POL 201, American Government	REL 114/MAT 112/GEO 111
Eco 101/201/202	Religion/Philosophy Elective

Psychology Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
Math 105/109/110/111/201	Math 121, Probablility & Statistics
Psychology 201	History Elective
Sociology 201	Psychology 202/281
Health 100	CIS 100, Intro. to Computers
Free Elective	Free Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Literature Elective
Biology 101	Natural Science Elective (BIO 104)
Social Science Elective	Psychology 201/281
Religion/Philosophy Elective	Humanities/Fine Arts Elective
Humanities/Fine Arts Elective	Religion/Philosophy Elective

Social Science Secondary Education Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
History 101, Western Civ. 1300-1815	Math 105/109/110/111
Sociology 201	History 102, Western Civ. since 1815
POL 201, American Government	Humanities/Fine Arts Elective
Free Elective	HEA 100/COM 231
INT 102, College Success Seminar	
3rd semester	**4th semester**
Natural Science Elective	Literature Elective
History 111, American Hist. to 1865	Natural Science Elective
Education 116, Intro. to Education	History 112, American History from 1865
Economics 101/102	COM 231/HEA 100
(or 201/202, depending on transfer school)	Religion/Philosophy Elective
GEO 111, World Geography	

Social Work Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
Math 105/109/110/111	History 101/102/111/112/221
History 101/102/111/112	SOC 285, Social Issues
Sociology 201/Psychology 201	CIS 100, Intro. to Computers
Humanities Elective	Philosophy 112/114
Free Elective	Free Elective
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Math 121, Probability & Statistics
Natural Science Elective	Natural Science Elective
SOC 213, Sociology of the Family	Economics or Political Science Elective
Economics or Political Science Elective	Religion/Philosophy Elective
HEA 100/PED 110, Fitness & Wellness	
Free Elective	

Sociology Pre-Major *(approved for transfer to UNC institutions)*

1st semester	2nd semester
English 111	English 112
Math 105/109/110/111	Math 121, Probability & Statistics
History Elective (HIS 101)	Science Elective
Sociology/Psychology 201	Sociology/Psychology 201
HEA 100/PED 110, Fitness & Wellness	Humanities Elective (COM 231)
PE Elective	
INT 102, College Success Seminar	
3rd semester	**4th semester**
Literature Elective	Science Elective
SOC 213, Sociology of the Family	SOC 285, Social Issues
HEA 100/ECO/POL Elective	Social Science Elective
CIS 100, Intro to Computers	Religion/Philosophy Elective
Literature/Religion/Philosopy Elective	Free Elective
Free Elective	

Sports Management Pre-Major *(approved for transfer to various institutions)*

1st semester	2nd semester
English 111 Psychology 201 Sociology 201 CIS 100, Intro. to Computers Humanities/Fine Arts Elective Free Elective INT 102, College Success Seminar	English 112 Natural Science Elective Math 105/109/110/111 Sports Management 279 Humanities/Fine Arts Elective
3rd semester	**4th semester**
Accounting 120 History Elective Religion/Philosophy Elective PED 110, Fitness & Wellness Free Elective Core Elective*	Literature Elective Natural Science Elective Math 121, Probability & Statistics POL 202, State & Local Government Core Elective*

*Sports Managment Core Electives: HEA 100, PHI 114, PED 125, CIS 103, BUS 243, HED 282, BUS 272

Pre-Veterinary Medicine Pre-Major *(approved for transfer to various institutions)*

1st semester	2nd semester
English 111 Math 201, Calculus I Chemistry 101 History Elective Humanities Elective INT 102, College Success Seminar	English 112 Math 121, Probability & Statistics Chemistry 103 Biology 101 History Elective
3rd semester	**4th semester**
Literature Elective Chemistry 201 Physics 201 Social Science Elective PED 110, Fitness & Wellness	Chemistry 202 Biology 201 Social Science Elective Religion/Philosophy Elective Communications 243, Public Speaking

*The Associate of Arts in Dance Performance is designed for students who plan to begin dance careers after two years of study at Louisburg College. The program does, however, contain many standard academic elements that are transferable to many senior insitutions.

Weekend-Evening College Associate in Arts Degree Program

Degree students in this program normally take six courses per year (two in the fall, two in the spring and two in the summer), thus completing 64 semester hours for the Associate in Arts degree in fewer than four years. Weekend College courses are offered in cycles so that a student may begin the program at any time. Many Weekend College graduates transfer to senior institutions for continued study toward baccalaureate degrees in regular or weekend programs. Students must complete the following courses:

English Composition	6 semester hours (2 courses)
Humanities/Fine Arts	12 semester hours (4 courses)
Social/Behavioral Science	12 semester hours (4 courses) (two of these courses must be ECO 201 and ECO 202.)
Natural Sciences/Mathematics	14 semester hours (two courses must be science; one course must be CIS 100, and one course must be MAT 105 or higher.)
Health/Physical Education	2-3 semester hours
Accounting	8 semester hours
One Business Elective	3 semester hours
One Computer Elective	3 semester hours
Free Electives	2-4 semester hours

Minimum Total 64 semester hours

DIVISION OF HUMANITIES

Ms. Rebecca Allen, Chair

The humanities are a vibrant component of human living, in general, and of the learning foundation that is Louisburg College, in particular. In carrying out its purpose, the division supports the College's mission of preparing students for transfer to senior institutions. By teaching courses dealing with issues of personal and social consequences, the division contributes to the College's mission of preparing students "to meet the challenges of living and working in a modern society."

The visual and performing arts open doors of self-expression through the disciplines of art, music, and drama. Artistic curricula and activities stimulate students and members of the community to realize their creative potential and develop an awareness and appreciation of cultural diversity.

Religion and philosophy equip students with a basic knowledge of the Bible, as well as with topics that contribute to their general intellectual and spiritual development and help them recognize the fundamental importance of religion and philosophical inquiry to fulfilled human existence.

Language studies instruct students in how to transmit their ideas clearly, cogently, and coherently in written and oral forms. Courses in composition, literature, speech, and foreign languages challenge students to explore varied cultures and ideas and to analyze and think critically.

*The following abbreviations are used throughout this section:
FA=Fall; SU=Summer; SP=Spring; RI=Reading Intensive

Modern Language

English

ENG 098. WRITING WORKSHOP **3 SHC**
Review and concentrated drill in English fundamentals with particular attention to grammar and parts of speech, spelling, punctuation, capitalization, and vocabulary. The main objective is to equip the student with the skills necessary to succeed with the first college-level course, English Composition 111. Writing assignments are frequent but short. Attention is also given to arrangement and order of thoughts in written form. *This course does not count towards graduation requirements.* **FA, SP**

ENG 111. EXPOSITORY WRITING **3 SHC**
The required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *Prerequisite: Appropriate Placement Test scores or completion of appropriate developmental writing courses.* **FA, SP**

ENG 112. ARGUMENT-BASED WRITING & RESEARCH **3 SHC**
The second in a series of two courses. This course introduces research techniques, documentation, styles, and argumentative strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. *Prerequisite: A grade of C or better in English 111.* **FA, SP (RI)**

ENG 131. INTRODUCTION TO LITERATURE **3 SHC**
Introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. *Prerequisite: English 111; pre or co-requisite: English 112.* **FA, SP (RI)**

ENG 150-151. INTRO TO THE LITERARY MAGAZINE **1,1 SHC**
Students will form the editorial staff of *Wolfpen Branch* and will be responsible for reading and rating submissions, design and layout using a desktop publishing program, and preliminary and final proofreading and editing. Students will work under the direction of a faculty advisor. *Prerequisite: English 111 or permission of the instructor.* FA, SP

ENG 153. INTRODUCTION TO JOURNALISM **3 SHC**
A study of various aspects of newspaper and yearbook production. Students become acquainted with assignment practices, reporting techniques, design and layout, proofreading, photography, deadlines, and journalistic ethics and responsibilities. Class members compose the staffs of student publications. NOTE: Three semester hours of credit is received at the conclusion of the year. This course counts as a free elective. *Prerequisite: English 111 or permission of the instructor.*

ENG 200. INDEPENDENT STUDY **1-3 SHC**
A directed individual study course designed to permit students opportunity for examination of special topics through research, reading, or projects. Enrollment is by permission of instructor and approval by the division.

ENG 215-216. WORLD LITERATURE **3,3 SHC**
Important works of European literature from Homer to Solzhenitsyn are read in translation; emphasis is placed on the contribution of these to modern thought. In addition, selections from the literary wealth of Iran, India, China, Japan, and elsewhere are included. Both semesters or either semester may be elected. ***Prerequisite: English 111-112. Course offered based upon sufficient demand.*** **(RI)**

ENG 219. INTRODUCTION TO FOLKLORE **3 SHC**
A view of British and American folklore. Specifically, the course will survey folk narrative (myths, legends, etc.); music (vocal and instrumental); dance; drama; proverbs,

charms, rhymes, and riddles; games; and customs and beliefs. The student will gain experience in collecting the folklore of his or her native region and in discerning folklore themes in literature. A limited amount of research and critical writing parallels the subject matter. *Prerequisite: English 111-112. Course offered based upon sufficient demand.* **(RI)**

ENG 221-222. ENGLISH LITERATURE **3,3 SHC**
General survey with emphasis upon selected major authors and works in the light of the historical background and the development of literary types and artistic effects with consideration of literature as an expression of the thoughts, ideals, and life of the writers and the periods. A limited amount of critical and research writing parallels the subject matter. *Prerequisite: English 111-112.* **FA, SP (RI)**

ENG 226. THE SHORT STORY **3 SHC**
A study of the short story as a genre, emphasizing several of its elements. Students also study its development, focusing especially on the contributions of American writers. In addition to critical writing which parallels the subject matter, students write an original short story. *Prerequisite: English 111-112.* **FA, SP (RI)**

ENG 231-232. AMERICAN LITERATURE **3,3 SHC**
General survey, including a study of the major writers and their works with attention to American social and political history as reflected in the literature. Consideration of phases of literary development in America and of the aims and literary theories of the authors is included. A limited amount of critical and research writing parallels the subject matter. *Prerequisite: English 111-112.* **FA, SP (RI)**

ENG 236. AFRICAN-AMERICAN LITERATURE **3 SHC**
This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. **SP (RI)**

ENG 237. TWENTIETH C. AMERICAN AND BRITISH POETRY. **3 SHC**
A survey course in modern American and British poetry with emphasis on selected poets from the two distinct periods of twentieth century literature.First,the major "modern" writers: Yeats, Pound, Eliot, Frost, Stevens, Cummings, Williams and Auden. Second, the poets who have had the most impact since World War II: Lowell, Berryman, Merwin, Roethke, Dickey, Thomas, Larkin, Hughes, Bukowski. The course is supplemented by readings in the form of theory and poetry with a limited number of critical papers and explications of poems. *Prerequisites: English 111-112. Course offered based upon sufficient demand.* **(RI)**

ENG 238. TWENTIETH C. AMERICAN & BRITISH FICTION **3 SHC**
A survey course of the modern and contemporary novel, with some short fiction; parallel reading in literary criticism and history; writing assignments and reports on

assigned and independent reading with attention to fictional elements of style, theme, structure, and point of view. *Prerequisite: English 111-112. Course offered based upon sufficient demand.* **(RI)**

ENG 239. FILM LITERATURE **3 SHC**
Survey of film history and genres with emphasis on film techniques and film syntax and rhetoric - to be accomplished through film viewing and readings and to include early beginnings, the Silent Era, the comedians, the coming of sound, significant directors, war and post-war films, and recent and current offerings. A consideration of film as an art form with attention to film classics is covered. Emphasis will be on developing critical criteria to enhance enjoyment and appreciation. *Course offered based upon sufficient demand.* **(RI)**

ENG 241. CREATIVE WRITING **3 SHC**
An introductory course in the writing of imaginative literature, specifically poetry and fiction. Some contemporary writers are read and discussed; however, the major emphasis is on the students' works, which are read and discussed in class weekly. *Prerequisite: English 111.* **FA**

ENG 250-251. INTERMEDIATE LITERARY MAGAZINE. **1,1 SHC**
Student editors, under the tutelage of a faculty advisor, assume primary roles in organization and policy decisions for *Wolfpen Branch.* Open by permission to second-year editorial staff. *Prerequisites: English 111, 150 and 151.* **FA, SP**

COM 110. INTRODUCTION TO COMMUNICATION **3 SHC**
An overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts.

COM 120. INTERPERSONAL COMMUNICATION **3 SHC**
Introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations.

COM 231. PUBLIC SPEAKING **3 SHC**
Oral communication, listening skills, conversation and discussion techniques, principles of semantics, guided practice in informal and formal speaking. Special emphasis on speech as a way of improving human relations and critical thinking. *Prerequisite: English 111.* **FA, SP, SU**

Foreign Languages

FRE 101. BEGINNING FRENCH **3 SHC**
An intensive introductory course in the fundamentals of grammar and conversation. Normally for students with no previous instruction in French. **FA**

FRE 102. BEGINNING FRENCH **3 SHC**
A continuation of elementary college French for students who have successfully completed French 101 or its equivalent. **SP**

FRE 201. INTERMEDIATE FRENCH **3 SHC**
An intensive review of basic grammar and development of listening and speaking skills with readings in areas of current interest. *Prerequisite: two years of high school French or French 101-102.* **FA**

FRE 202. INTERMEDIATE FRENCH **3 SHC**
A continuation of intermediate level college French. *Prerequisite: three years of high school French or successful completion of French 201.* **SP**

SPA 101. BEGINNING SPANISH **3 SHC**
Introduction to the fundamentals of grammar and conversation and introduction to Hispanic culture. Normally for students with no previous instruction in Spanish. *Course offered based upon sufficient demand.* **FA**

SPA 102. BEGINNING SPANISH **3 SHC**
A continuation of elementary college Spanish for students who have completed Spanish 101 or one or two units of high school Spanish with a grade of C or above. *Course offered based upon sufficient demand.* **SP**

SPA 201. INTERMEDIATE SPANISH **3 SHC**
An intensive review and development of basic grammar and vocabulary; development of conversation and composition skills; readings from Spanish and Spanish-American authors. *Prerequisite: two or three high school units or Spanish 102 with a grade of C or above. Course offered based upon sufficient demand.* **FA**

SPA 202. INTERMEDIATE SPANISH **3 SHC**
A continuation of intermediate college Spanish for students who have completed Spanish 201, or three or four units of high school Spanish with a grade of C or above. *Course offered based upon sufficient demand.* **SP**

Philosophy

PHI 112. INTRODUCTION TO PHILOSOPHY **3 SHC**
An examination of the basic fields, problems, and concepts of philosophy. Emphasis

is given to vocabulary and basic ideas of selected philosophers, ancient and modern. **FA, SP (RI)**

PHI 114. INTRODUCTION TO ETHICS **3 SHC**
A study of ethical theories, both classical and modern, philosophical and religious. The relation of ethical theory to certain issues of contemporary concern will be examined. **FA, SP (RI)**

Religion

REL 101. OLD TESTAMENT **3 SHC**
A study of the Jewish Scriptures or Old Testament and the religious community that produced it; based primarily on a critical examination of the literature within the historical setting of the first two millennia B.C.E. **FA, SP SU (RI)**

REL 102. NEW TESTAMENT **3 SHC**
A study of the New Testament and the Christian community that produced it; based primarily on a critical examination of the literature within the historical setting of the last two centuries B.C.E. and the first two centuries of the Common Era. **FA, SP, SU (RI)**

REL 104. MAJOR RELIGIONS OF ASIA **3 SHC**
An introduction to Islam, Hinduism, and Buddhism, the principle religions of the Middle East, Southern Asia, and the Orient. *Course offered based upon sufficient demand.* **(RI)**

REL 105. RELIGION IN AMERICA TODAY **3 SHC**
A survey of contemporary religious institutions, movements, issues, and personalities in the United States, with some attention to their history. Readings from recent books, current periodicals, and official church publications. Extensive use of videos. *Course offered based upon sufficient demand.* **(RI)**

REL 110. WORLD RELIGIONS **3 SHC**
This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. **(RI)**

REL 200. INDEPENDENT STUDY **1-3 SHC**
Independent study in the Department of Religion and Philosophy. Advanced work by the student, developed in consultation with the instructor. *Prerequisites: fulfillment of graduation requirements in the Department of Religion and Philosophy, and approval by the division chair.*

Visual and Performing Art

Art

ART 133-134. ART HISTORY **3,3 SHC**

133. A survey slide lecture course which exposes students to a broad overview of the history of art, its purpose and function. Emphasis is placed on the following cultures: Prehistoric, Egyptian, Greek, Roman, Pre-Columbian, Islamic, and Early Christian art. **FA**

134. A survey slide lecture course which is a chronological continuation of Art History 133. The student is introduced to the following periods of art: Gothic, Renaissance, Baroque, and the art of the modern world which includes: Romanticism, Impressionism, and art of the 20th century. *(Art History 133 is not a prerequisite for this course.)* **SP**

ART 135. FOUNDATION-SCULPTURE **3 SHC**

Exposure to various traditional, contemporary, and experimental approaches in developing literacy in the language of three-dimensional form in this studio course. Students gain technical skills and confidence while working with materials such as clay, wood, plaster, wire and plastics. Students are exposed to various hand and power tools. **FA**

ART 136. CERAMICS-POTTERY **3 SHC**

Exposure to basic techniques which produce functional pottery. A working knowledge of clay, glaze, and kilns will be covered and historical precedents will be studied. Emphasis will be placed on learning how to throw on the potters wheel in this studio course. **SP**

ART 137. FOUNDATION-DRAWING **3 SHC**

Drawing predates writing as a method of personal communication. This course aims to broaden the student's concepts about the art-making process and creative problem solving. As many different drawing mediums are explored as possible in this project-oriented studio class. Fundamental design components of line, form, space, texture and color are evaluated through individual or class critiques. The concept of learning how to see is constantly stressed. **FA, SP**

ART 210. INDEPENDENT STUDY **1-3 SHC**

Independent study in specialized areas of art as discussed in advance between the instructor and the student. Such areas may be historical or studio oriented. Development of a personal statement will be emphasized.

Dance

DAN 101-102; 201-202. DANCE CURRIC. LEVELS I-IV **3,3,3,3 SHC**

Ballet. *Ballet Technique:* An analysis of skills and techniques of all styles of classical ballet dance, with emphasis on proper body placement. *Ballet Composition:* Ballet choreography, techniques, and development of the basic concepts of the elements of ballet dance through analysis, composition, technique, and performance.

Jazz. *Jazz Technique:* Utilization of all forms of jazz dance, from Luigi to hip-hop and from Bob Fosse to Michael Bennett, with emphasis on jazz technique and style of jazz dance in America today. *Jazz Dance Teaching Methods:* Teaching practical techniques, skills, and methods utilizing all types of jazz dance and jazz choreography.

Tap. *Tap Dance Practicum:* Designed to give the student practical skills techniques and experience in such areas as tap choreography, rhythms, spacing, musical accompaniment, and production in all styles of tap dance. *Teaching Methods of TapDance:* An introduction to the methods and techniques of teaching tap styles with emphasis in creative and production principles and proper techniques.

DAN 103. BROADWAY SONG AND DANCE **1 SHC**
Designed to help students choose musical selections for songs and dances for Broadway auditions.

DAN 104. TEACHING METHODS OF DANCE **1 SHC**
Methods and techniques of teaching all the artistic forms of dance with emphasis on choreography, musical selection, and production.

DAN 203. DANCE MANAGEMENT **3 SHC**
Practical skills for dance school management: bookkeeping, management of class rosters, advertising, marketing, and the use of computers in the dance school.

DAN 204. DANCE SHOW AND RECITAL PRODUCTION **1 SHC**
Participation in a dance performance, show, or concert with an emphasis on musical theme and selection, choreography, creating and producing, lighting, stage sets and props, and costuming for a variety of show experiences.

DAN 210. INDEPENDENT STUDY **1-3 SHC**
Individual study in a specialized area of dance for the advanced student. Content developed in consultation with the instructor.

Drama

DRA 101. REHEARSAL AND PERFORMANCE **1 SHC**
Students learn by participating in drama performances, by being in a play cast or

working in a supporting role (i.e. backstage, reservations, publicity, lighting, box office, etc.). **FA, SP**

DRA 102. ACTING I **3 SHC**
An introduction to college dramatics. The early part of the course consists of classroom lectures on such aspects of theater as: stage terminology, play interpretation, character analysis, character development and self-discipline. The latter part of the course consists of using the lecture material in a practical sense through classroom skits and improvisations. **FA**

DRA 103. ACTING II (Film Acting) **3 SHC**
The study of the skills and techniques of film acting used in television and movies. Students will learn through the implementation of monologues, scene presentation and improvisations. All class exercises are videotaped. **SP**

DRA 121. INTRODUCTION TO STAGECRAFT **3 SHC**
The study of fundamentals of theater technology, including construction of basic set pieces, techniques of stage decoration, lighting, projection, and construction of stage properties, and basic drafting techniques and design principles. **SP**

DRA 132. INTRODUCTION TO DRAMA **3 SHC**
The study and analysis of plays from the Greek era to the present. Major emphasis is placed on such playwrights as Aeschylus, William Shakespeare, Tennessee Williams and Arthur Miller. **FA**

DRA 133. INTRODUCTION TO MUSICAL THEATER **3 SHC**
A lecture course which traces the origins and development of the musical theater in America. From the early amateur entertainment of the colonists through the multi-million dollar modern professional musicals, the evolvement of America's musical traditions and innovations are examined. *Course offered based upon sufficient demand.*

DRA 134. SET AND COSTUME DESIGN **3 SHC**
The study of the basic elements of designing settings and costumes for theatrical stage production. These elements include styles of design, history of scenic design, history of clothing styles, planning a stage design layout, basic costume construction techniques, and rendering techniques for illustrating designs.

DRA 210. INDEPENDENT STUDY **1-3 SHC**
Independent study in specialized dramatic subjects as discussed in advance between instructor and student. Such offerings may be in production, direction, or participation in such areas as comedy, tragedy and straight drama in both contemporary and classical areas. The course is designed to take the student beyond basic acting concepts.

MUS 101-102. MUSIC THEORY **3,3 SHC**
Courses that provide some understanding of the way music works and prepares the student for advanced studies of music theory and history necessary for a degree in music. The objectives of each course include establishing a basic foundation of chords, part-writing, and analysis. Courses must be taken sequentially. *Prerequisites: Permission of the instructor required. Course offered based upon sufficient demand by special arrangement with the instructor.*

MUS 111-112; 211-212. CHORALE **1,1,1,1 SHC**
Choral singing for mixed voices. Sacred and secular music. One major concert is given each semester. **FA, SP**

MUS 121-122; 227-228. ENSEMBLE. **1,1,1,1 SHC**
Chamber choral ensemble, selected by audition, which performs sacred and secular chamber choral music ranging from Renaissance madrigals to contemporary pieces, as well as Latin, German, and French masterpieces. The Ensemble presents a variety of public performances, on and off campus. *Co-requisite: Chorale. Permission of instructor.* **FA, SP**

MUS 131-132; 231-232. PIANO **1-2 SHC**
Major and minor scales, arpeggios, hands together. Pieces by standard classic and modern composers, etudes, Bach inventions, sonatinas, and sonatas are selected for study according to individual's ability and interest. Participation in student recitals whenever required. Students may also take beginning piano lessons. *Permission of instructor.* **FA, SP**

MUS 140. VOICE CLASS **1 SHC**
Voice lessons given in small groups. Students learn fundamental techniques, including breathing, relaxation, and voice conservation. Repertory will be chosen by instructor.

MUS 141-142; 241-242. VOICE **1-2 SHC**
The techniques of voice production in singing: breathing, resonance, diction, interpretation, developing technique and style. Folk and art songs, sacred songs, classic and modern vocal literature are studied. Italian, French, and German songs are selected according to the student's ability and need. Participation in student recitals whenever required. *Corequisite: Chorale. Permission of instructor.* **FA, SP**

MUS 151. MUSIC APPRECIATION **3 SHC**
A study of Western music from the Middle Ages to the present day. Course exposes students to trends in music that are similar throughout this entire period. Emphasis on history, repertory, composers, performance practice, and socio-political influences on music. **FA, SP**

MUS 210. INDEPENDENT STUDY **1-3 SHC**

Independent study in specialized music subjects as discussed in advance between the instructor and student. Such offerings might include: Music Theory/Harmony/Ear-Training covering harmonic analysis, part-writing from a given bass or treble line (rules of voice-leading), and sight-singing from the Common Practice (Classical and early Romantic) period. Successive semesters might follow this description beginning with the chromaticists in the 1860s through Impressionistic works and atonal analysis. Other private study available in Composition, Elementary School Education, Conducting, and Organ.

Humanities

HUM 180. **1 SHC**

A course designed to encourage student attendance at cultural events on the Louisburg College campus. These events involve the disciplines of art, music, drama, lecture, dance and film. Attendance at approximately 13 to 15 events is required per semester. The attendance requirements will vary each semester as the number and types of events vary. The course may be taken more than once but does not fulfill the three-hour Fine Arts graduation requirements. **FA, SP**

Division of Mathematics, Science, Health, Physical Education and Recreation

Dr. Martha Bragg, Chair

The purpose of the Division of Mathematics, Science, Health, Physical Education and Recreation at Louisburg College is to provide instruction through university-parallel courses in the areas of math, science, health, physical education and recreation; to assist students in the completion of baccalaureate degrees at senior institutions; to provide a strong foundation in basic scientific and mathematical principles, and to enhance the student's physical and mental well-being.

The division emphasizes an individualized approach to student learning through support services designed to enhance classroom instruction. Student counseling may be offered through conferences, which may include referral to appropriate college resources.

The faculty frequently engage in activities which enrich the community. Cooperative efforts between the division and the community provide students with opportunities for further growth.

Health and Physical Education

HEA 100. HEALTH **3 SHC**

A study of what constitutes health and wellness and how one might obtain optimal health and wellness. A study of current health problems, including drug use and abuse, chronic and degenerative disease, and environmental health hazards. (RI)

HED 282. INJURIES, FIRST AID, AND CPR **3 SHC**
A course designed to provide instruction in the prevention and care of dance and sports related injuries. Course material includes an introduction to athletic training, the fundamentals of injury prevention and evaluation, and instruction on the proper techniques of first aid and CPR to meet the requirements for certification by the American Red Cross.

PED 100. TEAM SPORTS **1 SHC**
102-Beginning Basketball, 103-Intermediate Basketball, 104-Softball, 105-Volleyball, 106-Soccer, 107-Ultimate Frisbee.

PED 110. FITNESS/WELLNESS **2 SHC**
This course will provide the necessary guidelines to implement a lifetime exercise and healthy lifestyle program so one can stay healthy and realize the highest potential for well-being. It will also provide the student with a physical activity where these guidelines may be practiced.

PED 200. INDIVIDUAL AND DUAL SPORTS **1 SHC**
201-Beginning Badminton, 202-Beginning Tennis, 203-Intermediate Tennis, 204-Archery, 205-Table Tennis/Pool, 206-Intermediate Badminton, 207-Fitness Education, 208-Weight Training, 210-Beginning Snow Skiing, 211-Modern Jazz, 212-Aerobics, 213-Beginning Hiking and Backpacking, 214-Intermediate Hiking and Backpacking, 215-Advanced Hiking and Backpacking, 216-Cross Country, 217-Conditioning and Fitness, 218-Fitness Walking, 219-Advanced Fitness Walking, 220-Isometrics/Isotonic Exercise, 223-Intermediate Snow Skiing, 225-Beginning Golf, 226-Intermediate Golf

PED 271. SPORTS MEDICINE/ATHLETIC TRAINING I **3 SHC**
This is an introductory course designed to teach the fundamentals of sports medicine/athletics training. Included is the history (past and present) of athletics training as well as the classification, prevention, recognition and the rehabilitation of athletics injuries at the beginning level. **FA**

PED 272. SPORTS MEDICINE/ATHLETIC TRAINING II **3 SHC**
This is an advanced athletics training class designed to expand the student's knowledge in anatomy, prevention, and rehabilitation of athletics injuries; with special attention given toward the recognition of athletics injuries. *Prerequisite: Physical Education 271* **SP**

PED 280. FIRST AID/CPR **1 SHC**
This course will cover in detail many of the illnesses and injuries which require emergency first aid and care. At the same time, it meets the requirements for the American Red Cross' standard First Aid and CPR Certification.

PED 291. ATHLETICS TRAINING/PRACTICUM I **1 SHC**
The practicum is designed to introduce many of the taping and wrapping techniques involved in the field of athletic training. The student must also show competence in various basic skills that accompany the field of athletic training. The student will complete a minimum of 100 to a maximum of 250 hours, with supervision by a certified athletic trainer in the athletic training room and environment. *Pre or co-requisite: Physical Education 272.* **FA**

PED 292. ATHLETICS TRAINING/PRACTICUM II **1 SHC**
Practicum II involves advanced athletics training responsibilities. This includes advanced taping procedures, physical therapy duties, usage of modalities, as well as handling the responsibility for an intercollegiate athletics team. Organizational and administrative duties are also introduced at this stage. *Prerequisite: Physical Education 291.* **SP**

REC 125. INTRODUCTION TO PARKS AND RECREATION **3 SHC**
A survey of the foundations of parks and organized recreation; backgrounds and theories, objectives and principles; social and economic factors associated with parks and recreation. **FA, SP (RI)**

SPM 279. INTRODUCTION TO SPORTS MANAGEMENT **3 SHC**
Planning, organizing, leading and evaluating within a sport context; fundamentals of accounting, budgeting, economics, marketing, strategic planning, ethics, and their place in sports settings; techniques of personnel, facility, and sporting event management. **SP**

Mathematics

MAT 099. ELEMENTARY ALGEBRA **3 SHC**
Designed to prepare a student for college-level courses in mathematics. Topics include properties of the real number system, arithmetical operations, algebraic expressions, products and factors, linear and quadratic equations, and operations with square roots. This course may be a required prerequisite but does not count towards graduation requirements. **FA, SP**

MAT 103. INTERMEDIATE ALGEBRA **3 SHC**
An advanced treatment of elementary algebra topics. Includes factoring, linear equations and inequalities, quadratic equations, exponents, radicals, rational expressions, graphs, and applications to physical problems. Completion of the course will allow the student to continue with courses such as MAT 104 or 105. *Prerequisite: Math 099 or appropriate score on Mathematics Placement Test and high school Algebra I or Algebra IA and IB.* **FA,SP, SU**

MAT 104. FINITE MATHEMATICS **3 SHC**
A survey of several topics relevant to the general education of the student. The topics include linear mathematical models, linear programming, set theory, permutations

and combinations, probability concepts, statistic, probability distributions, compound interest, and annuities. *Math 104 does not satisfy the Associate in Science mathematics requirement. Prerequisite: Math 103 or equivalent. Course offered based upon sufficient demand.* **SP**

MAT 105. COLLEGE ALGEBRA **3 SHC**
A survey of college-level algebra. Includes a review of intermediate algebra, the complex number system, non-linear equations and inequalities, and functions and graphs including quadratic and inverse functions. *Prerequisite: Math 103 or appropriate score on Mathematics Placement Test and high school Algebra I and II.* **FA, SP, SU**

MAT 109. PRECALCULUS ALGEBRA **3 SHC**
A rigorous functional approach to topics necessary for calculus, chemistry, and physics. These topics will include polynomial and rational functions, logarithmic and exponential functions, conics, and linear and non-linear systems. This course will provide the student with the opportunity to develop the mathematical maturity necessary for the calculus. *Prerequisite: High school Algebra I, II, and an advanced mathematics, or Math 105.*

MAT 110. TRIGONOMETRY **3 SHC**
A study of the trigonometric functions and graphs, identities, inverse functions, and trigonometric equations, with an introduction to polar coordinates. Emphasis will be placed on the use of circular functions and radian measure. Applications of the trigonometric functions will provide understanding of the concepts. *Prerequisite: High school Algebra I and II and Geometry, or their equivalent, or Math 105.* **FA, SP**

MAT 111. PRECALCULUS ALGEBRA AND TRIGONOMETRY **4 SHC**
An integrated treatment of algebra and trigonometry. The course includes algebraic and trigonometric functions, exponential and logarithmic functions, inequalities, and elementary analytic geometry. *Prerequisite: High school Algebra I and II, Geometry, and an advanced high school mathematics course which includes trigonometry.* **FA**

MAT 121. INTRO. TO PROBABILITY AND STATISTICS **3 SHC**
Emphasis on comprehension and application of the basic concepts of probability and statistics. Emphasis will include basic elements of probability, the binomial and normal distributions, sampling theory, descriptive statistics, and statistical inference. The course is designed to satisfy a basic requirement for students in various disciplines: physical, biological, and health sciences, as well as mathematics, business and engineering. *Prerequisite: Math 103 or 105 or permission of the Mathematics Department.* **SP**

DFT 170. ENGINEERING GRAPHICS **3 SHC**
Introduction to problem solving through engineering drawing and graphical representation by instrument, computer-aided design (CAD), and freehand techniques. Methods for description of size and shape of spatial elements include dimensioning; multiview

and isometric projections; sectional and auxiliary views; detail and assembly drawings. *Prerequisite: Acceptance to Pre-Engineering Program or permission of instructor.* **SP (RI)**

MAT 201. CALCULUS AND ANALYTICAL GEOMETRY I **4 SHC**
Plane analytic geometry and calculus of one variable. Includes functions, graphing, limits, continuity, derivatives of algebraic functions, applications of extrema, antidifferentiation, the Fundamental Theorem of Calculus, and applications of the definite integral. *Prerequisite: Math 109 or Math 111 or equivalent.* **FA, SP**

MAT 202. CALCULUS AND ANALYTIC GEOMETRY II **4 SHC**
Includes transcendental functions, the calculus of inverse functions, techniques of integration, sequences, convergence of infinite series, functions in polar coordinates, parametric equations, conic sections, indeterminate limit forms, and ordinary differential equations. *Prerequisite: Math 201 and either Math 110 or Math 111 or equivalent.* **FA, SP**

MAT 203. CALCULUS AND ANALYTIC GEOMETRY III **4 SHC**
Includes analytic geometry of three-dimensional space, differential calculus of multivariable functions, vectors in space, vectors in plane, applications of partial derivatives, line and surface integrals, and multiple integration. *Prerequisite: Math 202 or equivalent.* **FA, SP**

MAT 210. INDEPENDENT STUDY **2-4 SHC**
Independent study in specialized mathematics subjects under the supervision of mathematics staff. Course design, goals, content and requirements vary with the project attempted. The purpose is to provide exceptional mathematics students the opportunity for an in-depth supervised study of a subject area not covered in the structured mathematics courses offered.

MAT 280. LINEAR ALGEBRA **3 SHC**
An introduction to linear algebra. Includes systems of linear equations, linear programming, simplex method, vector spaces, matrices, determinants, eigenvalues and eigenvectors, and linear transformations. Applications to cryptography and other computer science topics will be discussed. *Prerequisite: MAT 110 or 111. Course offered based upon sufficient demand.*

MAT 285. INTRODUCTION TO DIFFERENTIAL EQUATIONS **3 SHC**
First and second order differential equations, systems of linear differential equations, qualitative and equilibrium point analysis, and Laplace transforms. Applications to engineering, physics, and biological sciences will be discussed. *Prerequisite: Math 202.* **SP**

Science

Unless otherwise designated, all 4-hour science courses include a 3-hour laboratory session each week.

Astronomy

AST 100. INTRODUCTION TO ASTRONOMY **4 SHC**

An introduction to the history and present state of the astronomical and astrophysical sciences. Topics include astronomy in ancient civilizations, early telescopic astronomy, modern observational astronomy, early theories of the universe, modern astrophysics and models of the universe, and cosmic origins. The course also contains a laboratory section which includes scientific measurements and an introduction to amateur observational astronomy, including observation of constellations and planets. **(RI)**

Biology

BIO 100. ENVIRONMENTAL BIOLOGY **4 SHC**

Presents an ecological approach to humans and their position in the ecosystem, and is supported by basic principles of plant and animal biology. Topics include specific problems in the areas of population, natural resources depletion and pollution. Films, readings, and simulations are used to study these topics. This course consists of 3 hours of lecture and one 2-hour demonstration/recitation period per week. *This course is designed for non-science majors and will not count toward the 20-hour science requirement for the Associate in Science degree. This course does not fulfill the lab science requirement for graduation.* **(RI)**

BIO 101. PRINCIPLES OF BIOLOGY **4 SHC**

A study of the basic principles and concepts of living organisms with special emphasis on the structure and functions of cells, energy requirements of organisms, plant and animal diversity, development, evolution and heredity. Open to all students and required for students taking advanced biology courses. **(RI)**

BIO 102. BOTANY **4 SHC**

A survey of the plant kingdom covering taxonomy, morphology, evolution, genetics, and ecology is presented. This course is geared towards science majors but is open to any student interested in the subject material. *Prerequisite: Biology 101 or permission of the instructor.* **SP (RI)**

BIO 103. ZOOLOGY **4 SHC**

A survey course of the animal kingdoms. The course will introduce students to the wide diversity of animal life and will examine how these organisms reproduce, acquire and transform energy, and sense and interact with their environment. The course is geared towards science majors but it is open to any student interested in the subject material. *Prerequisite: Biology 101 or permission of the instructor.* **FA (RI)**

BIO 104. HUMAN BODY **4 SHC**

A study of the human body, focusing on the structure, functions and common disorders of the major organ systems is presented. The topics of genetics, development and evolution are included. This course consists of 3 hours of lecture and one 3-hour laboratory per week. Not open to students who have successfully completed Biology 205. Biology 104 will count as a Biology elective for any program except those requiring Biology 205 or Biology 206. *Prerequisite: Biology 101 or permission of the instructor. Course offered based upon sufficient demand.* **SP (RI)**

BIO 201. MICROBIOLOGY **4 SHC**

A study of microorganisms emphasizing the principles and techniques of bacteriology with reference to virology, protozoology, physiology and mycology. *Prerequisite: Biology 101, Chemistry 101.* **(RI)**

BIO 202. FIELD BIOLOGY **4 SHC**

A study of plants and animals in their natural habitats with emphasis on habitats, collection, identification, and ecological relationships. Field work emphasizes flora and fauna of the Piedmont, but field trips to the North Carolina Mountains and the Coastal Plain are included. Particular attention is paid to field techniques and to identification of plants and animals by use of keys. *Prerequisite: Biology 101 (Biology 102 and/or 103 recommended but not required.) Course offered based upon sufficient demand.* **(RI)**

BIO 205. HUMAN ANATOMY AND PHYSIOLOGY I **4 SHC**

A study of the structure and functions of the human body from the molecular, cellular, and tissue levels or organization. The integumentary, skeletal, muscular, digestive and endocrine systems are covered. *Prerequisite: Biology 101.* **FA (RI)**

BIO 206. HUMAN ANATOMY AND PHYSIOLOGY II **4 SHC**

A study of the structure and functions of the human body including nervous, circulatory, respiratory, excretory and reproductive systems. *Prerequisite: Biology 205.* **SP (RI)**

BIO 210. INDEPENDENT STUDY **1-4 SHC**

Independent laboratory, field, and library investigation carried out under the supervision of the biology staff. *Prerequisites: Biology 101, sophomore standing and permission of the biology staff.*

Chemistry

CHM 101. GENERAL CHEMISTRY I **4 SHC**

An introductory course covering fundamental concepts: atomic and molecular theory, chemical bonding, classification by Periodic Law, chemical reactions and stoichiometry. This course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisite or corequisite: Math 109 or equivalent.* **FA (RI)**

CHM 103. GENERAL CHEMISTRY II **4 SHC**
A continuation of Chemistry 101. The course includes quantitative stoichiometry, chemical equilibrium, acid-base reactions, and electrochemistry. This course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisite: Chemistry 101 with at least a C, or scoring 70% or above on the ACS test or by permission of the instructor.* **SP (RI)**

CHM 105. CHEMISTRY OF LIFE I **4 SHC**
An introduction to general, organic and biochemistry. This is a survey course focusing on general inorganic chemistry. Topics covered include stoichiometry, equilibria, kinetics, acids and bases, and phases of matter. The course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *This course is not offered to students who have completed Chemistry 101.* **FA (RI)**

CHM 106. CHEMISTRY OF LIFE II **4 SHC**
A survey course focusing on organic and biochemistry. Topics covered include nomenclature, mechanisms, classes of compounds, metabolism, enzymes, and body fluids. The course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisite: Chemistry 105 with at least a C or scoring 70% or above on the ACS standardized test or permission of the instructor.* **SP (RI)**

CHM 201. ORGANIC CHEMISTRY **4 SHC**
The essential principles and reactions of organic compounds with interpretation through electronic structures and reaction mechanisms are covered. *Prerequisite: Chemistry 103 with a C or higher or scoring 70% or above on the ACS test or permission of the instructor.* **FA (RI)**

CHM 202. ORGANIC CHEMISTRY II **4 SHC**
A continuation of Chemistry 201. *Prerequisite: Chemistry 201 with a C or higher or permission of the instructor.* **SP (RI)**

Physics

PHY 201. COLLEGE PHYSICS I **4 SHC**
The first semester of a two-semester introductory course in non-calculus physics. Algebra, trigonometry, and geometry will be used heavily. Primary emphasis is on physical principles and the development of problem solving ability. Among the topics covered are: mechanics, periodic motion, sound, heat, and thermodynamics. This course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisites: Math 110 or Math 111.* **FA (RI)**

PHY 202. COLLEGE PHYSICS II **4 SHC**
A continuation of Physics 201. Among the topics covered are: electromagnetism, circuits, optics, and modern physics. This course also includes a 3-hour laboratory session. *Prerequisites: Physics 201.* **SP (RI)**

PHY 203. UNIVERSITY PHYSICS I **4 SHC**

A vector and calculus-based introductory physics course for pre-engineering students. Primary emphasis is on physical principles and the development of problem-solving ability. The course will cover concepts from classical mechanics, periodic motion, sound, heat, and thermodynamics. This course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisites: Math 201. Pre or corequisite: Math 202.* **FA (RI)**

PHY 204. UNIVERSITY PHYSICS II **4 SHC**

A continuation of Physics 203. The course will cover concepts from electricity, magnetism, optics, and modern physics. This course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisites: Physics 203, Math 202.* **SP (RI)**

Division of Social Science and Business Studies

Dr. George-Anne Willard, Chair

The primary purpose of the Division of Social Science and Business Studies is to provide courses in business, computer-related studies, economics, education, government, history, psychology, and sociology that are essential to students wishing to transfer to four-year institutions and/or to fulfill the requirements for two-year college degrees from Louisburg College.

In addition to offering courses for students seeking business, computer, and/or social science electives, the Division offers courses needed by students who wish to meet College requirements in the following areas:

1. requirements in history and social science for the Associate in Arts and the Associate in Science degrees
2. requirement in computer literacy for all graduates
3. requirements in U.S. History and social science that have to be met by MARS deficient students (minimum admissions requirements mandatory for acceptance to N.C. public universities)
4. requirements in the Weekend College program
5. requirements in divisional pre-major tracks in Business Administration, Business and Marketing Education, Management, Computer Studies, Information Studies, History, Political Science, Pre-Law, Economics, Sociology, Social Work, Psychology, Elementary/Middle School/Special Education, and Social Science Education.

The Division provides a spectrum of studies that promotes analytical skills, communication, problem-solving, and computer technology skills. The Division contributes to the overall effectiveness of the general college program by providing opportunities for students to develop as analytical thinkers, to integrate their learning, and to apply their knowledge in ways that are relevant to their lives and careers. Business and computer-related studies endeavor to offer students specific skills and knowledge vital for employment in the business world and to provide all students technical in-

struction in computer-related studies in order to promote their success in other disciplines.

Access to the offerings of the division is provided in a framework of the liberal arts tradition and with close faculty-student rapport. The division supports the College mission by emphasizing the role of the College as a teaching institution that values the individual student. The division also supports the College mission by serving as a resource for the community.

Business and Computer Studies

ACC 120. ACCOUNTING I **4 SHC**

This course introduces the basic principles and procedures of accounting. Emphasis is placed on collecting, summarizing, analyzing, and reporting financial information. Upon completion, students should be able to analyze data and prepare journal entries and reports as they relate to the accounting cycle. Use of general ledger software complements manual solution of problems. **FA (RI)**

ACC 121. ACCOUNTING II **4 SHC**

This course is a continuation of ACC 120. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision making. Upon completion, students should be able to analyze and record corporate transactions, prepare financial statements and reports, and interpret them for management. Use of general ledger software complements manual solution of problems. *Prerequisite: Accounting 121 or permission of the instructor.* **SP (RI)**

BUS 131. INTRODUCTION TO BUSINESS **3 SHC**

An integrated study of vocabulary, principles, and applications that guide the successful development, organization, and operation of domestic and international business entities. By using a framework of management and organizational functions and through the use of case studies, a basis of business knowledge is developed that emphasizes critical thinking skills and ethical decision making in an environment of continuous change. **FA, SP**

BUS 210. INDEPENDENT STUDY **1-3 SHC**

A directed individual study course designed to permit students opportunity for examining special topics through research, special projects, and reading. *Prerequisite: Dependent upon topic.*

BUS 223. MATH. FOR BUSINESS APPLICATIONS/DECISIONS **3 SHC**

A course designed to emphasize the applications of mathematical concepts needed for business and economics. Concepts covered include graphing techniques, systems of equations and inequalities, matrices, Gauss-Jordan elimination, linear programming, and elementary differentiation techniques. *Prerequisite: MATH 103 or higher mathematics course.*

BUS 230. BUSINESS COMMUNICATION **3 SHC**

A study of the principles and applications of good written and oral communications. This course is designed to develop critical writing and communication skills by providing instruction and practice in effective human relations and in preparing business letters, memoranda, reports, resumes and various employment search messages, and other organizational documents. **SP**

BUS 243. BUSINESS LAW **3 SHC**

A study of the legal practices and principles applied to contracts, sales, product liability, government regulations of business, business torts and crimes, bailments, negotiable instruments, partnerships, corporations, and insurance. **FA, SP**

BUS 261. MARKETING **3 SHC**

A course designed to introduce the student to the basic concepts, practices, and analytic techniques of marketing. The survey will include market decision making, buyer behavior, channels of distribution, marketing research, and international marketing. **FA, SP**

BUS 271. PRINCIPLES OF MANAGEMENT **3 SHC**

An introduction to management principles, practices, and research. The topics are approached through the management function/process framework. Extensive examinations of domestic and international cases and examples are included. A computerized competitive management simulation is used with participation lasting for the duration of the course. **FA (RI)**

BUS 272. HUMAN RESOURCE MANAGEMENT **3 SHC**

A course designed to study the theories and practices that relate to personnel administration, management-labor relations; employee selection, training, rating, promotion, discharge, hours of work, and methods of payment; handling of personnel problems; policies with regard to affirmative action programs; and international human relations management. *Course offered based upon sufficient demand.*

Microcomputer

CIS 100. INTRO. TO COMPUTERS & THEIR APPLICATIONS **3 SHC**

A computer literacy course for general college and business students providing an introduction to the microcomputer itself and to software designed to increase personal productivity. Through extensive lab exercises, two major categories of industry standard Windows-based software are examined in detail: word processing and spreadsheets. Operating systems, business graphics, and information access are also covered. Emphasis is placed on promoting transferability of knowledge to various brands of software of the same function. **FA, SP**

CIS 103. COMPUTER-BASED INFORMATION PROCESSING **3 SHC**

A study of the fundamentals of computerized information processing in an organiza-

tional environment. Topics include data representation and organization, database structures, networks, telecommunications, operating system functions, function and architecture of computer hardware and software technologies, and programming languages. Instruction includes supervised structured laboratory exercises using a major relational database management system. **SP (RI)**

CSC 111. PRINCIPLES OF PROGRAMMING IN PASCAL **3 SHC**
An investigation of the programming language PASCAL as implemented on microcomputer systems. Topics include the program development cycle including problem analysis and algorithm development, and top-down structured design of programs with modules; language snytax; logic structures; procedures and functions; data types; single and multi-dimensional array manipulation; records; files; and sets. Programming assignments cover testing and debugging techniques, and emphasize producing properly formatted documents. *Course offered based upon sufficient demand.* **(RI)**

CSC 112. PRINCIPLES OF PROGRAMMING IN FORTRAN **3 SHC**
Emphasizes systematic problem solving for business, science, and engineering applications through the writing of FORTRAN programs. Topics include careful development of FORTRAN programs from specifications; algorithm development; documentation and style; appropriate use of control structures; data types, functions, and subprograms; debugging and testing; data abstraction and verification; and numeric and nonnumeric applications. *Course offered based upon sufficient demand.* **SP (RI)**

CIS 203. DESKTOP PUBLISHING **3 SHC**
Designed to instruct students in word-processing concepts and practical applications of one of the most popular word-processing software programs available today - WordPerfect. Word-processing will provide personal use and computer literacy for General College Transfer Students and will help prepare business students for the emerging information age and global marketplace and the automated business office. Most of the features of WordPerfect will be studied - beginning with document preparation and continuing Desktop Publishing through the use of graphics and fonts. *Prerequisite: Keyboarding skills.* **SP**

CSC 210. INDEPENDENT STUDY **1-3 SHC**
Classroom instruction or independent study under supervision of instructor depending upon enrollment/demand. Sample topics are programming languages, business information system design. *Prerequisite: Dependent upon topic.*

CSC 216. PRINCIPLES OF PROGRAMMING IN C++ **3 SHC**
An introductory course in the C++ language and its use in problem solving. Topics include an emphasis on careful and methodical development of C++ programs from specifications; algorithm development; documentation and style; appropriate use of control structures; data types, functions, and subprograms; debugging and testing; data abstraction and verification; numeric and nonnumeric applications; and an in-

troduction to object-oriented programming and design for business, science, and engineering applications. **FA (RI)**

Social Science

ECO 101. GENERAL ECONOMICS **3 SHC**
An introductory course to the concepts of microeconomics and macroeconomics as applied to consumer decisions. Topics include financial planning, home financing, credit, insurance, investments, retirement planning, and information gathering. The relationship and the effects of macroeconomics or national policies on individual consumers are examined. **FA**

ECO 201. PRINC. OF ECONOMICS (MICROECONOMICS) **3 SHC**
Introduces the student to the theory of the firm, household and market behavior. Topics include demand, production and cost theory, market equilibrium under competitive and noncompetitive conditions and problems of economic efficiency. **FA, SP (RI)**

ECO 202. PRINC. OF ECONOMICS (MACROECONOMICS) **3 SHC**
Analysis of problems of contemporary national and international economics. Topics include the public economy, economic growth and development, inflation, employment and their management by fiscal and monetary policies, and international trade. **SP (RI)**

EDU 116. INTRODUCTION TO EDUCATION **4 SHC**
Acquaints students with the general field of education and helps them decide for which educational field they are best suited. Topics treated include the historical, social and philosophical development of American education; the applications of learning theory to educational systems and structures; and educational finance and educational evaluation. Field experiences in public school settings are required. Open only to second semester sophomore students or by permission of the instructor.
Co-requisite: Psychology 201. **FA**

GEO 111. WORLD REGIONAL GEOGRAPHY **3 SHC**
Introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships.

HIS 101. WESTERN CIVILIZATION FROM 1300 TO 1815. **3 SHC**
A survey course that examines the origins and characteristics of Early Modern Europe and introduces students to the basic principles of historical study. Emphasis is placed on examination of the Late Middle Ages and Renaissance, the Age of Reformation,

the evolution of English constitutional monarchy, and the rise and fall of the Old Regime in France. **FA, SP (RI)**

HIS 102. WESTERN CIVILIZATION SINCE 1815 **3 SHC**
A survey course that examines the political revolutions of 19th century Europe; the rise of nationalism, imperialism, and totalitarianism; the World Wars; the Cold War; and contemporary foreign affairs. **FA, SP (RI)**

HIS 111. AMERICAN HISTORY TO 1865 **3 SHC**
A survey of the early history of the United States that focuses on the colonial and revolutionary periods and on the increasing sectionalism that led to the Civil War. Students learn about notable leaders and major events in the political, social, and economic development of the nation. **FA (RI)**

HIS 112. AMERICAN HISTORY SINCE 1865 **3 SHC**
A survey of American history, which begins with an overview of the era of Civil War and Reconstruction and ends with a review of major trends since World War II. Other topics include chronological and topical examinations of the late nineteenth century, the Progressive era, and New Deal. **FA, SP (RI)**

HIS 115. WORLD CIVILIZATIONS I **3 SHC**
This introductory course surveys world history from the dawn of civilization to the early modern era. In the study of pre-modern world civilizations, topics include political, socioeconomic, and cultural developments in Asian, African, Greco-Roman, European, and American civilizations.

HIS 116. WORLD CIVILIZATIONS II **3 SHC**
This introductory course surveys world history from the early modern era to the present. In the study of modern world civilizations, topics include political, socioeconomic, and cultural developments in Africa, Europe, India, China, Japan, and the Americas.

HIS 141. GENEALOGY AND LOCAL HISTORY **3 SHC**
This course explores the role of local and family historians. Emphasis is placed on historical and genealogical research techniques, including a survey of local, state, and national repositories. Students will be prepared to conduct genealogical and local history research and to complete major research projects in local or family history. Projects will be primarily based on North Carolina research, but may include other states. *Prerequisite: English 111.*

HIS 221. NORTH CAROLINA HISTORY **3 or 4 SHC**
A survey of North Carolina history from its beginning to the present. This course highlights the key trends and personalities in state politics, economy, and society. Events are placed in southern and national perspective, with specific communities as case studies. A variety of primary sources is used. To receive four hours credit, a student must also be enrolled in History 222. **SP (RI)**

HIS 200. INDEPENDENT STUDY **1-3 SHC**

A directed individual study course designed to permit students opportunities for examination of special topics through research and/or reading beyond the usual scope of survey courses. Enrollment is by permission of the instructor who will determine semester hour credit.

HIS 225. AFRICAN-AMERICAN HISTORY **3 SHC**

This course surveys significant political, socioeconomic, and cultural developments in African-American history from the colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans.

LDR 101. PRINCIPLES OF LEADERSHIP I **3 SHC**

The purpose of this introductory course is to enable students to learn about leadership competencies, to explore practical applications of leadership through participatory classroom exercises and interviewing community leaders, and to identify and develop their current leadership skills. Among the topics covered are: individual and team skills improvement; conflict resolution and problem solving; team building; and development of action plans to resolve individual, work, and community problems. This course is suggested for students with interests in education, government, management, business administration, etc.

POL 201. AMERICAN NATIONAL GOVERNMENT **3 SHC**

A study of the national government with emphasis on the development of the Constitution of the United States; the legislative, executive, and judicial branches; pressure groups; opinion formation; political parties; elections; and civil liberties. **FA (RI)**

POL 202. STATE AND LOCAL GOVERNMENT **3 SHC**

A study of state and local government with emphasis on the historical development of state governments; their role in the federal system; state constitutions; police power; voting; elections; public opinion; legislative, executive, and judicial branches; and finances. Aspects of local government studies include the historical role of cities, types of city government, financing city government, types of county government, and financing county government. **SP (RI)**

PSY 201. GENERAL PSYCHOLOGY **3 SHC**

A general survey of psychology as a behavioral science. This course includes lectures, demonstrations, or outside reading in the areas of motivation, sensory processes, perception, learning, emotion, intelligence, and mental health.
FA, SP

PSY 202. PSYCHOLOGY OF CHILDHOOD **3 SHC**

The psychological development of the normal child with emphasis on bio-social influences in growth and development. *Prerequisite: Psychology 201.* **SP**

PSY 241. DEVELOPMENTAL PSYCHOLOGY **3 SHC**

This course is a study of human growth and development across the life span. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. *Prerequisite: Psychology 201.*

PSY 263. EDUCATIONAL PSYCHOLOGY **3 SHC**

This course covers the study of psychology as it relates to learning and education. Major educational theories and concepts will be explored and applied in order to encourage active learning and critical thinking. Topics include behavioral, cognitive, and humanistic approaches to learning; personal and social factors that influence educational motivation; cognitive and social development; formal and informal assessment; individual difference; and student-teacher interaction. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice.

PSY 281. ABNORMAL PSYCHOLOGY **3 SHC**

An examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.

SOC 201. PRINCIPLES OF SOCIOLOGY **3 SHC**

An introductory survey of human society and the role of culture, biological factors, geographical environment, and the group in understanding collective human behavior with special emphasis on human ecology, population, social stratification, social institutions, social mobility and the significance of social change. **FA, SP**

SOC 213. SOCIOLOGY OF THE FAMILY **3 SHC**

Covers the institutions of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. **FA**

SOC 285. SOCIAL ISSUES **3 SHC**

An introductory sociological analysis of aspects of North American culture that are the source of contemporary social issues such as crime, mental illness, drug addiction, alcoholism, sexual deviancy, race relations,and poverty. **SP (RI)**

INT 102. COLLEGE SUCCESS SEMINAR **1-3 SHC**

A team-oriented seminar that explores learning and living options for success in college, helping students to identify and employ individual strengths to build adaptive techniques to assist them in becoming confident, independent persons and learners. The 3-hour version of the course is linked with a content area to facilitate the application of learning strategies; current pedagogy consistent with the content area will be utilized. Students explore strategies that are compatible with their learning styles in collaboration with their instructor.

CED 275. COOPERATIVE FIELD WORK **1-12 SHC**

Cooperative field work experience available in all curricula of the College. The student, in cooperation with his or her divisional coordinator and employer, formulates educational and vocational objectives relevant to his or her field of study. All work assignments are controlled and require the student to file periodic work reports and a final comprehensive summary on the educational value of the work experience. A student enrolled in the Associate in Arts or Associate in Science degree programs may earn up to 12 semester hours of credit for cooperative work experience in lieu of electives.

DEV 097. READING AND CRITICAL THINKING WORKSHOP **3 SHC**

An intensive course in college-level reading skills that will enable the student to learn and apply the essential reading skills needed for success in college work. The Reading Workshop is paired with an academic course, and materials from the content area are used in instruction The course will cover paragraph structure, development, and rhetorical patterns, as well as outlining and main-idea reading of texts. In particular, students will learn to recognize definitions, examples, enumeration, headings and subheadings, signal words, and main ideas in both paragraphs and short text selections. Students will practice outlining and summarizing. Students will learn to understand unfamiliar words in context and will systematically build vocabulary with attention paid to recognizing common root words, prefixes, and suffixes. Students will also learn to use a dictionary. The course also covers textbook previewing and marking. The course grade is based upon assignments, quizzes, and tests — exclusive of exit exam. *This course does not count towards graduation requirements.* **FA, SP**

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The Administration and Staff (2000)

Office of the President
Main Building, Second Floor

Rosemary Gillett-Karam	President; Ph.D., University of Texas at Austin
Faye S. Griffin	Executive Administrative Assistant
Mary Margaret Davis	Assistant to the President, M.T.S., Duke University, M.Ed., University of Virginia

Office of the Executive Vice President and Academic Dean
Main Building, Second Floor

C. Edward Brown, Jr.	Executive Vice President and Academic Dean; Ph.D., Colorado State University
Candace Lester Jones	Administrative Assistant

Office of Institutional Advancement
West Main Building, Second Floor

Betty Sue Taylor	Vice President for Institutional Advancement; B.A., Wake Forest University
Dianne A. Nobles	Assistant to the Vice President for Institutional Advancement
Kristi Eaves-McLennan	Director of Public Relations; B.A., Peace College
Kimberly H. Hudson	Administrative Assistant

Admissions Office
Davis Building, Second Floor

D. Gayle Greene	Dean of Enrollment; Ed.D., North Carolina State University
V. Carolyn Strickland	Asst. to the Dean of Enrollment
Jennifer Britt Dupree	Senior Admissions Counselor, B.S., East Carolina University
Shaunte D. Rouse	Admissions Counselor, B.A., North Carolina Central University
Christian N. Te Bordo	Admissions Counselor, B.A., Bard College

Financial Aid Office
Davis Building, Second Floor

Lisa B. Place	Director of Financial Aid; B.S., Western Carolina University
Sara C. Newton	Senior Financial Aid Counselor
Karen Martin Jackson	Financial Aid Counselor

Registrar
Davis Building, Second Floor

Charles B. Sloan	Registrar/Institutional Research; M.Ed., Georgia Southern University
Martha E. Hedgepeth	Assistant Registrar and Coordinator of Weekend College; B.S., Barton College
Sandra A. Beasley	Assistant Registrar

Student Development Office
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Sidney E. Stafford	Assistant Dean for Religious Life; M.A., UNC-Chapel Hill; M.Div., Duke University
Carita P. Johnson	Administrative Assistant
Martha D. Collette, R.N.	College Nurse
Bessie P. Williams	Infirmary Assistant

Business Office
West Main Building, First Floor

Ed L. Pittman, Jr.	Vice President of Finance; B.B.A, University of Texas at Arlington; C.P.A., State of North Carolina
M. Sharon Moore	Office Manager; B.S.B.A., Barton College
Phyllis F. Hamilton	Accountant; B.S., Barton College
Jennifer W. Truelove	Administrative Assistant

Debra P. Elliott	Accounts Receivable Clerk
Joyce B. Journigan	Payroll Clerk
Linda K. Robertson	Postmistress and Director of Printing Services
Carmen S. Johnston	Switchboard Supervisor
Brandy L. Gupton	Bookstore Manager

Library and Learning Services
Cecil W. Robbins Library, Taft Building, and Davis, First Floor

Judith B. Parrish	Head Librarian; MA.Ed., East Carolina University
Nancy R. Shaffer	Assistant Librarian; M.S.L.S., University of Illinois-Champaign-Urbana
Patricia G. Hinton	Assistant Librarian; M.S.L.S.; N.C. Central University
Eleanor N. Averette	Administrative Assistant
Jean J. Smith	Audiovisual
Rebecca A. Ansted	Director of Counseling Services; Ed.D., University of Toldeo
Jayne Carter-Davis	Director of Learning Partners Program; M.S., UNC-Chapel Hill
Kathryn B. Launey	Learning Partners Specialist; M.Ed., N. C. State University; M.A., East Carolina University.
Margaret G. Medlin	Administrative Assistant

Physical Plant
Maintenance and Wright Buildings

Jem Golden	Director of Housekeeping Services

Athletics Personnel
Holton Gymnasium

Russell W. Frazier	Athletics Director
Sheilah R. Cotten	Women's Fastpitch Softball Coach
J. Enid Drake	Men's Basketball Coach
William M. Godwin	Men's Baseball Coach
Michael L. Holloman	Women's Basketball Coach
Travis C. Maloy	Athletics Trainer and Sports Medicine
David A. Sexton	Men's Soccer Coach
Rosemary Richardson	Administrative Assistant

The Alumni Association

The Louisburg College Alumni Association is the official organization for all former students, non-graduates and graduates, who have attended the College. Associate membership is granted to the president, all former presidents, present and past members of the faculty, staff, and Board of Trustees. Honorary membership shall be granted to friends of the College for distinguished service to the institution. The Alumni Association has a membership of over 18,000 individuals.

The Association carries out its mission of promoting the welfare and advancing the objectives of Louisburg College by sponsoring a diverse program devoted to working with alumni, students, faculty and the administration. The purpose of the Association is to preserve and strengthen relationships among alumni, between Louisburg College and alumni, and to promote the total development of Louisburg College. Its major goals are to:

1. Identify and motivate volunteers for the College to strengthen its support from its various publics.
2. Inform alumni and other friends about the College and the Association through a comprehensive communications program.
3. Involve alumni and students in programs to sustain and increase interest about the College.
4. Emphasize outstanding achievement by providing recognition of alumni.
5. Solicit gifts from alumni and other friends in support of the College's educational mission.

The affairs of the alumni are directed by the Board of Directors of the Association.The Board assists in planning and administering programs to strengthen the Alumni Association.Directors are appointed by the Board and serve a three-year term.

Louisburg Unlimited, the Alumni Association's major publication, is an ongoing link between alumni, friends, and the College. It is published three times each year and is sent to all alumni and patrons of Louisburg College.

Other activities of the Alumni Association include class reunions on Alumni Weekend and Homecoming, area alumni events, admissions recruitment, and Golden Anniversary Club projects. A current listing of events appears on the Louisburg College webpage, http://www.louisburg.edu.

Alumni Association Officers and Directors

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President-Elect	Beth Bailey Smith '70
Secretary	Peggy Lee Wilder '60

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D. Barry Lumsden '64	Denton, Tex.
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Mozelle Privette Seely '43	Wake Forest
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Beth Bailey Smith '70	Raleigh
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A. Myers Sugg '89	Durham

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Lea Barnes Efrid '70	Jacksonville
Aubrey "Buddy" W. Hyde '87	Alberta, Va.
Alan G. Saunders '73	Richmond, Va.
Edith Boone Toussaint '49	Raleigh
Robin Williamson '91	Wilson
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Randy L. Bridges '75	Hillsborough
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John F. Strotmeyer '68	Richmond, Va.
Christopher "Chris" R. Suggs '90	Raleigh
Eric Tang '84	Archdale
Peggy Lee Wilder '60	Zebulon

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Rosemary Gillett-Karam	Louisburg College President
Betty Sue Taylor	Vice President for Institutional Advancement
Vacant	Director of Alumni and Church Relations

THE FACULTY 2000

Rebecca L. Allen (1984), *Associate Professor of English,* B.A., Marshall University; M.A.T., University of North Carolina at Chapel Hill.

David M. Aylmer (1999), *Associate Professor of Chemistry*, B.S., St. John's University, Ph.D., Texas A&M University .

Carol J. Bixler (1992), *Associate Professor of Biology,* B.S., Duke University; M.S. North Carolina State University.

Martha F. Bragg (1982), *Professor of Mathematics,* B.S., M.A., Appalachian State University; Ph.D., North Carolina State University.

C. Edward Brown, Jr. (1976), *Executive Vice President and Academic Dean, and Professor of Biology,* B.S. North Carolina State University; M.A., Duke University; Ph.D., Colorado State University.

Matthew A. Brown (1983), *Professor of Business and Engineering Graphics,* A.S., Louisburg College; B.S., M.C.E., North Carolina State University; M.B.A., Georgia State University.

Sheilah R. Cotten (1977), *Associate Professor of Physical Education and Softball Coach,* B.S., M.A., East Carolina University.

James Craig Eller (1970), *Professor of English,* B.A. Berea College; M.A., Appalachian State University.

Gloria Jean Fischer (1990), *Associate Professor of English,* B.A., M.A., University of North Carolina at Charlotte.

Patricia G. Hinton (1998), *Assistant Librarian*, B.F.A., Virginia Commonwealth University; M.S.L.S., North Carolina Central University.

William J. Hinton, Jr. (1983), *Professor of Art,* A.F.A., Chowan College; B.F.A., East Carolina University; M.F.A., Alfred University.

Martha C. Hobgood (1974-79)(1984), *Associate Professor of Mathematics,* B.A., M.Ed., University of North Carolina at Greensboro.

Michael L. Holloman (1987), *Assistant Professor of Physical Education,* A.A., Louisburg College; B.S., Atlantic Christian College; M.A.Ed., East Carolina University.

Annette Carlyle Holt (1980), *Professor of Business and Economics,* B.A., M.P.A., M.A., North Carolina State University.

Laura L. Kinzinger (1990), *Associate Professor of English,* A.B., Vassar College; M.F.A., University of North Carolina at Greensboro.

Kathryn B. Launey, (1999), *Assistant Professor - Learning Partners Specialist,* B.A., Centenary College; M.Ed., North Carolina State University; M.A., East Carolina University.

Seth H. McElvaney, III (1998), *Instructor of Mathematics,* B.A. Christian Brothers University; M.S., University of Arkansas at Little Rock.

Patricia Greene Palmer (1967), *Professor of Biology,* A.A., Gardner-Webb College; B.S., Appalachian State University; M.A.T., Duke University; Ph.D., North Carolina State University.

Judith B. Parrish (1965), *Head Librarian,* B.S., M.A.Ed., East Carolina University.

Jeffrey L. Pierce (1986-1997) (1998), *Assistant Professor of Mathematics,* B.A., Maryville College; M.A., University of Tennessee.

Robert E. Rector (1972), *Associate Professor of History,* B.A., East Texas State University; M.A., University of South Carolina.

David A. Sexton (1998), *Instructor of Physical Education and Men's Soccer Coach,* B.H. University of London; M.S. University of North Carolina at Chapel Hill.

Nancy R. Shaffer (1989), *Assistant Librarian,* B.A. Michigan State University; M.S.L.S., University of Illinois/Champaign-Urbana.

Charles B. Sloan (1986), *Registrar, Assistant Professor of Mathematics and Business,* A.A., DeKalb College; BSED, M.Ed., Georgia Southern University; M.Div./RE, Southeastern Baptist Theological Seminary.

Charles M. Smith (1979), *Associate Professor of Drama,* B.S., East Carolina University; M.Ed., University of North Carolina at Chapel Hill; M.A.Ed., Northwestern State University of Louisiana.

Sidney E. Stafford (1967), *Assistant Dean of Religious Life and Professor of Religion,* A.B., University of Southern Mississippi; M.Div., Duke University; M.A., University of North Carolina at Chapel Hill.

John Wayde Vickrey (1985), *Professor of English,* B.A., Union University; M.A., University of Mississippi; M. Div., Southeastern Baptist Theological Seminary.

Janet Hatley White (1979), *Professor of Biology,* B.A., University of North Carolina at Charlotte; M.S., Ph.D., North Carolina State University.

Samuel Floyd White, Jr. (1973-75)(1983), *Assistant Professor of Physical Education,* B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill.

George-Anne Willard (1977), *Professor of History,* A.B., Atlantic Christian College; M.A., East Carolina University; Ph.D., University of North Carolina at Chapel Hill.

Arnold L. Wright (1967), *Professor of English,* A.B., M.A., University of North Carolina at Chapel Hill.

Part-Time Faculty (1999-2000)

R. Eugene Allen (1999), *Instructor of Education,* B.S., E.D.S., M.A.E., East Carolina University.

E. James Bullock (1999), *Instructor of Mathematics,* B.S., Atlantic Christian College; M.A.Ed., East Carolina University.

Mamadou Diallo (1999), *Instructor of Mathematics,* M.S., University of Dakar, Senegal; M.S., Virginia Commonwealth University.

Barbara L. Heckman (1999), *Instructor of Religion,* B.A., Westminster College; M.A. Union-PSCE.

Stephanie W. Hoyt (1999), *Instructor of Psychology,* B.S., M.A., East Carolina University; Ph.D., University of South Carolina.

Ralph Inn (1999), *Instructor of Spanish,* A.M., Ph.D., Indiana University.

Edna Ruth Jones (1985), *Associate Professor of Business Education,* B.S., M.A.Ed., East Carolina University.

Donald M. Miller (1999), *Instructor of English,* B.A., University of Alabama; M.A., California State University at Fresno; M.F.A., University of North Carolina at Greensboro.

Glendora Thomas-Powell (1999), *Instructor of Music,* B. A., St. Augustine's College; M.A., North Carolina Central University.

Samuel L. Robinson (1998), *Instructor of Business and Economics,* B.S., M.S., North Carolina State University.

Michael T. Smith (1999), *Instructor of History,* B. A., University of North Carolina at Chapel Hill; M.A., North Carolina State University.

Robert B. Taylor (1999), *Instructor of English,* B.A., St. Augustine's College; M.A., North Carolina Central University.

James M. White (1999), *Instructor of Psychology,* B.A., East Carolina University; M.A.Ed., North Carolina University.

Emeriti

Wayne D. Benton (1959), *Professor of History,* A.B., Atlantic Christian College; M.A., East Carolina University.

James H. Brown (1962), *Professor of Mathematics,* B.S., U.S. Naval Academy; M.A.T., Duke University.

Robert A. Butler (1962), *Professor of Sociology,* A.B., M.A., University of North Carolina at Chapel Hill; M.A.T., Duke University.

Ruth M. Cooke (1949), *Professor of Physical Education,* B.S., University of North Carolina at Greensboro; M.A., Columbia University.

Charles Joseph Farmer (1965), *Professor of Religion,* A.B., Davis and Elkins College; M.Div., Western Theological Seminary; M.Ed., University of Pittsburgh.

Sarah Elizabeth Foster (1945), *Professor of Music,* B.M., Greensboro College; M.A., Columbia University.

Adelaide Johnson (1953), *Professor of Business Education,* A.A., Louisburg College; B.A., Wake Forest University; M.Ed., University of North Carolina at Greensboro.

Elizabeth Johnson (1945), *Professor of Mathematics,* A.A., Louisburg College; B.A., M.A., University of North Carolina at Chapel Hill.

Julia Holt Kornegay (1956), *Instructor of Art,* A.A. Louisburg College; A.B., University of North Carolina at Chapel Hill; M.A., California State College, Dominguez Hills.

Walter N. McDonald (1956), *Professor of Religion,* A.B., B.D., Duke University.

Felton R. Nease (1957), *Professor of Biology,* B.S., M.S., University of Oklahoma; Ph.D., Duke University.

J. Allen Norris, Jr. (1975), *President,* B.A., M.A.T., Ed.D., Duke University; D.Hum., Methodist College.

Betsy Leonard Pernell (1960), *Professor of Business Education,* A.A., Louisburg College; A.B., Atlantic Christian College; M.A., East Carolina University.

C. Ray Pruette (1949), *Professor of Chemistry and Physics,* B.A., M.A., East Carolina University; Fellow in the American Institute of Chemists.

Grady K. Snyder (1956-60)(1965), *Professor of Mathematics,* A.B., M.Ed., University of North Carolina at Chapel Hill.

Seth L. Washburn (1962), *Professor of Biology,* B.S., Wake Forest University; M.S., North Carolina State University.

Josephine P. Zealand (1959), *Assistant Librarian,* A.B., University of North Carolina at Greensboro.

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